REPORT RESUMES

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LEADERSHIP FOR VOCATIONAL EDUCATION IN CALIFORNIA--THEORY AND PRACTICE OF PROGRAM DEVELOPMENT, SUMMARY REPORT OF THE COASTAL, NORTHERN, AND SOUTHERN REGIONAL CONFERENCES (NOVEMBER, 1965).

CALIFORNIA UNIV., LOS ANGELES
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APPROXIMATELY 105 SUPERVISORS AND COORDINATORS OF PUBLIC SCHOOL VOCATIONAL EDUCATION PROGRAMS IN CALIFORNIA PARTICIPATED IN CONFERENCES TO STUDY CURRENT LEADERSHIP PRACTICES AND VOCATIONAL EDUCATION PROGRAMS AS RELATED TO NATIONAL, STATE, AND LOCAL REQUIREMENTS. PRESENTATIONS WERE--(1) "A THEORETICAL MODEL FOR VOCATIONAL EDUCATION IN A HISTORY OF CHANGE" BY MELVIN L. BARLOW, AND (2) "THE IMPACT ON MY ADMINISTRATION OF RECENT TRENDS IN VOCATIONAL EDUCATION" BY JOHN W. DUNN, CHARLES W. PATRICK, AND HARRY D. WISER. PRESENTATIONS ON REGIONAL BUSINESS WERE--(1) "RECENT DEVELOPMENTS IN BUSINESS EDUCATION" BY ROBERT M. BOLDT, (2) "HOMEMAKING EDUCATION AND OCCUPATIONAL TRAINING RELATED TO HOME ECONOMICS" BY MARY F. INMAN, AND (3) "FUNCTIONS OF VOCATIONAL EDUCATION" BY LEE W. RALSTON. BRAINSTORMING SESSIONS IDENTIFIED SOME SOURCES, PATTERNS, AND CONSEQUENCES OF CHANGE IN VOCATIONAL EDUCATION. USING A JUNIOR COLLEGE CASE STUDY, PRESENTED BY PETER VAILL, AS A BASIS, DISCUSSION GROUPS DEVELOPED SUGGESTIONS TO HELP VOCATIONAL ADMINISTRATORS UNDERSTAND THE CLIMATE OF A COLLEGE AND TO MATCH THE PROGRAM WITH SOCIAL SITUATIONS. OTHER DISCUSSION GROUP SESSIONS WERE DEVOTED TO THE IMAGES OF VOCATIONAL EDUCATION AND THE SOURCES AND IMPLICATIONS OF THESE IMAGES. REPORTS OF THE BRAINSTORMING AND GROUP DISCUSSION SESSIONS ARE INCLUDED. (PS)

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LEADERSHIP FOR VOCATIONAL EDUCATION IN CALIFORNIA

THEORY AND PRACTICE OF PROGRAM DEVELOPMENT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Summary Report of the
COASTAL, NORTHERN, & SOUTHERN
REGIONAL CONFERENCES
November, 1965

DIVISION OF VOCATIONAL EDUCATION
UNIVERSITY OF CALIFORNIA, Los Angeles.
IN COOPERATION WITH
THE VOCATIONAL EDUCATION SERVICES
CALIFORNIA STATE DEPARTMENT OF EDUCATION

VTC01364

STATEMENT OF PURPOSE

CALLED BY:

Vocational Education Section of the
California State Department of Education
Wesley P. Smith, Director

DIRECTED BY:

Division of Vocational Education
University of California
Melvin L. Barlow, Director

REASON:

To provide regularly scheduled study meetings of supervisors and coordinators of public school vocational education programs in California.

PURPOSES:

1. To study current leadership practices.
2. To study vocational education programs as related to national, state, and local requirements.

INTRODUCTION

Bruce Reinhart

"One of the tests of leadership is the ability to recognize a problem before it becomes an emergency." (Arnold H. Glasow)

The above quotation, submitted by James L. Hoerner, represents one of the major objectives of the Leadership Development Program. This objective is especially applicable to conference events reported in this summary. We are all involved in the "Changing World of Vocational Education." If we have the ability to recognize the problems of change before they become emergencies, we have a much better chance of handling these problems.

In "A Theoretical Model for Vocational Education in a History of Change" Dr. Barlow develops a rationale for what does change and what does not change. He takes the edge off the anxiety we sometimes display when our existential situation is vague or frustrating. He helps us see some of the pervasive patterns which vocational education has displayed in the past and he provides a faith for the future. In brief, he places the changes of the present hour in historical perspective.

With three outstanding public educators, we looked at the problems of the "Changing World of Vocational Education" from another vantage point. John W. Dunn, Charles W. Patrick and Harry D. Wiser each spoke of "The Impact on My Administration by Recent Trends in Vocational Education." Although many vocational educators have a feeling for the problems of school administrators with general responsibilities, these three leaders helped the conferees see vocational education in the context of more broadly scaled institutional leadership.

With these addresses to stimulate the thinking of the conferees a time of rethinking and assimilation became necessary. Under the direction of Lyman Goldsmith, the conference focused on "Basic and Changing Concepts" in vocational education. It was time to restudy what was actually changing and what was not changing. It was necessary to identify the sources, patterns and consequences of change in vocational education. This kind of evaluation is mandatory when a whole system is undergoing change as is vocational education in the State of California.

A concern for the image of vocational education has been a persistent phenomenon through the years because that image has both aided and hampered the mission of vocational education. At no time has it been possible for us to ignore this image. In the report below you will be able to ascertain what images vocational administrators perceive at this time and the sources and the implications of these images.

In moving from the theoretical model described by Dr. Barlow to the discussion led by Peter Vaill of the case study of "Golden Bear Junior College, the conference passed from the level of abstraction to the level of the personal. Although Golden Bear Junior College cannot be plotted on a map of California, those who had "ears to hear" found reality in the situations involving Bill Franklin and Thomas McCauley and others at Golden Bear.

"One of the tests of leadership is the ability to recognize a problem (in the theoretical, general, specific and personal dimensions of change) before it becomes an emergency." This objective was foremost as the conferees assembled in Oakland, Stockton and Anaheim to consider their role and function in the "Changing World of Vocational Education."

Contents

Statement of Purpose (Inside Front Cover)
Introduction

Page

CHANGES IN VOCATIONAL EDUCATION: SOURCES, PATTERNS AND CONSEQUENCES

"The Theoretical Model for Vocational Education in a History of Change"
Melvin L. Barlow 3

Triads: "Image of Vocational Education"
Bruce Reinhart, Chairman 7

THE IMPACT ON MY ADMINISTRATION OF RECENT TRENDS IN VOCATIONAL EDUCATION

Biography of John W. Dunn 18
Address by John W. Dunn 19
Biography of Charles W. Patrick 27
Address by Charles W. Patrick 28
Biography of Harry D. Wiser 42
Address by Harry D. Wiser 44

BRAINSTORMING

"Basic and Changing Concepts" 57

CASE STUDY

Biography of Peter B. Vaill 74
"Golden Bear Junior College"
Peter B. Vaill 75
Case Study Reports
Peter B. Vaill, Chairman 90

REGIONAL BUSINESS

Northern Region
"Recent Developments in Business Education"
Robert M. Boldt 101
"Homemaking Education and Occupational Training Related to Home Economics"
Mary Frances Inman 103

Southern Region
"Functions of Vocational Education"
Lee Ralston, Chairman 108

APPENDIX

Ideas 113
Agenda, Coastal Regional Conference 114
Agenda, Northern Regional Conference 115
Agenda Southern Regional Conference 116
Afterword 117
Participants, Staff 118

Changes in Vocational Education:
Sources, Patterns, and Consequences

AGENDA

Page

"The Theoretical Model for Vocational Education in a History of Change"
Melvin L. Barlow 3

Triads: "Image of Vocational Education"
Bruce Reinhart, Chairman 7

THE THEORETICAL MODEL FOR VOCATIONAL EDUCATION IN A HISTORY OF CHANGE

Melvin L. Barlow

Regional Conferences
November, 1965

The beginning of the vocational education movement occurred during a period of great educational change. Numerous committees and commissions were at work around the turn of the century in an attempt to redefine the purposes and the direction of education. High school education was becoming more popular and a definite drive was underway to encourage more and more students to continue their education beyond the eighth grade. One of the major problems concerned the content of high school education which seemed sterile and senseless to many people because of its "tradition bound" curriculum. Persons concerned with change that would "democratize" education favored the further development of the practical arts with a focus upon the vocational significance.

It was in this environment that the National Society for the Promotion of Industrial Education was organized and a determined effort began to do something significant about occupational preparation as a part of the program of the secondary school. The men and women involved in this movement were representative of a "significant" public and they turned their attention to a proper foundation for vocational education.

For eleven years, 1906-1917, they probed many facets of American life and in the process developed the foundations of vocational education. The record of the activities of NSPIE contain all of the basic principles upon which a sound program of vocational education could exist. Out of the rationale of the period comes the basis of a THEORETICAL MODEL for vocational education; a model with a structure that is sound and that consists of fundamental principles.

The conceptual arrangement of this model has never been developed; nor for that matter have all the foundation principles been identified. However, we can postulate the existence of a theoretical structure with its underlying principles as a base from which we may understand, measure, and even plan for change.

In this century, (1) the Smith-Hughes Act, (2) the George-Deen Act, (3) the George-Barden Act, and (4) the Morse-Perkins Act represent different periods of interpretation and implementation of the basic principles of the theoretical structure. These visible changes are the reactions to time, circumstances, and environment. These visible changes caused changes in some practices and some procedures, but there has been no change in the basic principles of vocational education. The theoretical model is an attempt to show the relationships between those things which do not change (or are changing more slowly) and those which have changed more rapidly.

Under the pressure of contemporary social, economic, and technological change, vocational educators are entitled to know that the principles provide adequately for the existence of procedural changes. Let us review the situation by reference to two examples.

One of the principles of vocational education shown in the unchanging part of the theoretical model is the general idea of the primacy of the person. Obviously this idea is not unique to vocational education, but it is nevertheless a principle of vocational education. We might reason as follows: Procedural changes will occur--the natural product of changing time, circumstance, and environment--but we must not subordinate the person. Our task is not to serve procedure, red tape, or even the occupations, but our purpose is to provide for the needs of people who will enter these occupations. This emphasis was made quite clear in the Vocational Education Act of 1963, but it was not new--merely another expression of a basic, unchanging principle of vocational education.

Another principle of vocational education is that a balance must be maintained between the vocational education programs in the schools and the occupational needs in the world of work. In the attempt to insure that a balance can be maintained, vocational educators invented the advisory committee. When the principle is being properly applied, a reasonable balance can be maintained between persons in training and occupational need.

It is not the purpose of this presentation to prepare an exhaustive list of principles of vocational education. The purpose of this presentation is to remind vocational educators that the total vocational education movement is built upon a sound structure of principles and that these principles comprise the underlying theory of vocational education.

Change, as we see it in the contemporary scene, is merely an interpretation of working principles under a new set of circumstances

and in a new environment at a different period of time. On the basis of experience, we have set about to interpret the changes in the implementations of the programs of vocational education by way of a theoretical model.

TRIADS

Image of Vocational Education

Bruce Reinhart, *Chairman*

Question: What is (are) the images(s) of vocational education?

Answers:

1. **Vocational education is an image with two faces: a) How to get funds? b) How to educate parents to new attitudes?**

2. **The image generally is poor; people have thought of vocational education as a dumping ground. "If the brain won't work, the hands will." Technology has helped to improve the image; engineering training has helped to get across the idea that we should not train students to undershoot their potential.**

3. **The image is of a long row of apes assembling objects for other apes to work on.**

4. **The apes is only one answer; the image is of people preparing students for jobs.**

5. **Berkeley has not had a good image. Students who do not profit by book learning can only work with their hands; consequently vocational education went down the drain.**

6. **I am not sure what the image is. It does not seem to be a good one; older folk refer to it as a "shop course."**

7. **Vocational education is in a state of change, and it reflects a poor image among students, among parents, and among administration. It is misunderstood. Some administrators think of it as a monster which may take over. There is evidence of "safe thinking" as opposed to "creative thinking."**

8. **The image is fuzzy but changing somewhat. The old trade-technical school had a bad image. The reason for the change is that more people are involved, more publicity is being given. The image is basically good, but it needs further changing.**

9. **The image handed down historically is that of a program for the student of lesser ability; this attitude is reflected in programs of vocational education.**

10. **The image depends upon the philosophy of administration: vocational education is either a dumping ground of academic failures, an expediency, or it is an important part of the total program.**

11. Federal aid has given dignity to vocational education, but there is jealousy on the part of academic people because funds are available to the vocational area.

12. The image varies from school to school and from level to level; institutions tend to orient themselves toward "academic" or "vocational." In the city schools, for example, students are assigned in the vocational education program. Feeder schools help to determine the image of vocational education according to their location.

13. Vocational teachers are happy with their program because it is their only concern. We are just realizing that we have a product to sell.

14. In schools of under 500 Average Daily Attendance, there is little change in the image; they cannot afford vocational programs, and cannot write proposals.

15. Vocational education is overshadowed by the desire of youth to be professionals.

16. The way we conduct ourselves with advisory groups is important and we ought to do some selling when opportunity presents itself; we need to encompass people from all walks of life.

17. There is the image that "those who couldn't make it in an academic program go to a vocational one"!

18. Parents want children to be "better" than they were, have more, etc.

Question: Who holds these images? Why?

Answers:

1. Teachers who are academically oriented and who have not been in the world of work do not know vocational education and do not assist in the program.

2. Parents tend to want something better for their children, even though they may understand and appreciate the role of vocational education in the school program.

3. Administrators also have a fuzzy image of vocational education; with experience, their image can be changed.

4. The general public is beginning to accept the need for vocational education.

5. Vocational education does have dignity; a well-informed staff does hold this image.

6. Vocational education did not upgrade its program and consequently lost its dignity; at the same time, the public was demanding a college-prep educational program and a dumping ground for those who did not qualify.

7. Lay advisors hold unfavorable images of vocational education; they reflect the image of people in the community.

8. Labor and management are the biggest pushers of vocational education.

9. Attitudes of administration are reflected in the school and in the students' opinions.

10. The administration and the school board see vocational education as a means of getting funds and staff.

11. Industry feels we are behind the times, since it has changed to specialization, and sees the schools as needing to give a complete background to the students.

12. One reason for the poor image of vocational education is that it has recruited the wrong students. The program should be open to all students; and teachers need time to change the curriculum, to prepare courses.

13. The kind of education that the parent has had has a bearing on the kind of education they want for their children.

14. Parents should be urged to be realistic about their children's capabilities, to break away from the traditional pattern, and to compare the length of time required for allowing students to gain other educational experiences along with their vocational education.

15. Use of the word "terminal" perhaps is undesirable.

16. The image varies at the different levels of education: The high school students look down on vocational education; junior high school students do not belong in the program; at the junior college level, students

are more mature and are more inclined to accept vocational education.

17. Private schools are freer to undertake specialization; public schools could do the same in time. Discipline is the noted problem in the non-private school. The public believes the product of the private school is better because they have to pay for the training.

18. The images arise in the community, according to its composition, according to the teachers, their organization, etc.

19. The students' peer groups help to determine their image of vocational education.

20. A good administration will be favorable toward vocational education; because it is enlightened, it will present a balanced program of education.

21. Images held by students and teachers will be dependent upon the information available.

22. The difference of image among the instructional staff may depend upon administrative views; some will consider themselves more academic.

23. The vocational course has greater appeal to the student if it can be related directly to student interest.

Question: What are the sources of the image of vocational education?

Answers:

1. The sources are educators (including administration), unions, parents, and students.

2. Schools should counsel more students into vocational education; hence there is a need for more vocational education counsellors who should have had experience in industry.

3. Too many parents want their children to be professionals: i.e., doctors, lawyers, etc. They do not want them in vocational education.

Question: What does union pressure mean in relation to the image?

Answer: Inadequate public relations, too much emphasis on college requirements, and kinds of pressures are problem areas.

Question: Does the image make any difference in the administration of vocational education?

Answers:

1. If the image is poor, one will not get a program. He will need to study and to identify general images and specific images in the community and in the school.
2. The public is becoming more sophisticated toward education, because there is more information available. The image will improve as people understand the total aims of education; more people are talking, more questions are being asked, more people are requesting information and establishment of programs.
3. The image makes a difference in getting parents to have their children enroll in the vocational education programs.
4. The image has the same effect on the administrator that it has in the community. The two usually agree and reinforce each other.
5. The image has more effect on the persons teaching than on the administrator.
6. The presence of the image will make it necessary for the vocational administrator to sell his program--not just a one-shot deal, but a systematic follow-up, with the board, the superintendent, the principal, and the faculty.
7. If the poor image prevails, and the inferior are educated this way, teacher assignments and finances may suffer.
8. The urgency of the program prevents proper communication with patrons.
9. Streamlining school organization would help in implementing a new program.
10. Every professional vocational educator has an effect on the total program. They are the ones who tell the story.

11. Administrators not in complete sympathy with the program will hurt the program. They can hurt it because of their attitudes, and because of their financial control.

12. Establishment of area schools would defeat the purposes of vocational education, and would lower the image of the program.

13. Average Daily Attendance is a consideration; unified districts have little interest in vocational education except to keep children off the streets and to have more control of them for longer periods.

14. Required courses in vocational education for an administration credential would serve to let the individual see the other side of the ledger.

15. Workshops for counsellors would enable them to do a job of counselling for which they are not now prepared. High school counsellors know more about academic education than about vocational.

16. A teacher who is sold on his field can sell his product to the students; his attitude is reflected in the enrollment.

17. Vocational and academic education should be a two-way street; persons in both types of education should be working together, but employable skills should be stressed if the student is preparing to go into the work force.

18. The chief administrator is hampered, pressured by public attitudes toward vocational education.

19. It may be easier from now on to sell vocational education because the public has greater awareness through the legislation; it is the effect of the pendulum. There will still be budget problems.

20. Education is now becoming vocational.

21. The county coordinators attending meeting after meeting can be justified on the basis of influencing people and getting concepts across.

22. Funding has brought greater popularity to vocational education.

Question: Is the image of vocational education changing? Can it be changed?

Answer:

1. It can be changed by the teacher. Teachers from trade must fight with teachers of academic subjects and need to know how to use the voice effectively and how to be well groomed.
2. It can be changed by aiding the teacher, by giving him more schooling in public and community relations.
3. Advertise the program; blow our own horn.
4. Get the administration involved in what is happening; educate them as to the role of vocational education. Visit with the prime movers, the establishment in the community.
5. State requirements should be changed for high schools. More should be done in counselling students. More studies should be done. The image of vocational education varies with schools.
6. County coordinators can change the image by listening to people, by mingling with people and meeting with groups to get ideas first. Listen first. Listen to people who have gone through existing programs. Follow-up studies could help.

Question: Who in communities can help to change concepts of vocational education?

Answer: The teachers; they might begin in the lower grades.

Question: Can government dramatize the concept?

Answer: No, there needs to be an attack at the grass roots level.

Question: Will the basic philosophy differ from region to region?

Answer: No.

Question: Do you think that higher education can help to solve the problems of vocational education?

Answer: There are no clear-cut lines of demarcation at the college level. Land grant colleges may be best able to carry through the attack on the problem.

Question: Should financial assistance be used as a means of improving the image?

Answer: No. Improve the image by a long-range method; for example, what happens when money is not available. The problem is expansion, and it is easier under the Vocational Education Act.

Question: How does the local or state government help the image of vocational education?

Answer: By watching the number of meetings planned for school people so that they are not spread too thin.

Question: How do we help the teacher?

Answer: Let the teacher burn the midnight oil.

Question: Is this fair?

Answer: This is idea formulation.

Question: How can we reach the parents, change their image of vocational education?

Answer: By brochures, through the newspapers, through national publicity, by getting them to visit classes, by holding parent-counsellor meetings.

Question: Is parents' acceptance improving? If so, why?

Answer: Their acceptance is improving because publicity is helping; the public is being educated.

Question: How can we change vocational education?

Answers:

1. College level offerings will improve the image.
2. Improving the image may mean neglecting a large segment of the student body, with exploratory industrial and agricultural courses at the high school level, and specialization in the junior college.

3. There would be no terminal offerings in the high school, only in the junior colleges where students are more mature.

Question: How best can we educate our youth in this changing world?

Answers: 1. Gear programs for the changing need.

2. Education is a means by which we can have upward mobility in our society.

Question: What will be the effect of vocational education?

Answers: 1. There will be differences in training areas, in opportunities for present and future jobs. We can use the cluster approach.

2. Differences in broad and specific concepts will depend upon the age groups. Adults see in specific terms; youth sees in broad terms.

3. Differences in training and retraining will make it possible to have four different jobs in a lifetime.

Question: What is the role of the county coordinator?

Answer: The county coordinator should not have a policing authority over vocational education programs; he can suggest and encourage the establishment of programs within a district. Through him there is opportunity for two or more districts to work out common problems.

Question: Is there a difference in a craft's being apprenticeable or not apprenticeable?

Answer: Not necessarily so.

Question: Can vocational and general education be carried on together?

Answer: There isn't enough time for both adequate vocational and adequate general education.

Question:	Is the local community the best unit to study for determining needs?
Answer:	Basing needs on the local community has less relevance considering the mobility of the population; better than 30% are leaving and returning. Implications to leaders in the county are for broader programs.
Question:	What has been the effect of the Vocational Education Act of 1963 on the image of Home Economics?
Answer:	The effect has been slow, but a feeling is developing that students can train for jobs in this area. Men administrators who believe in women working co-operate well; but others do not. The best training programs are in large communities where girls train for work in hospitals, veterans homes, etc. Every girl takes Home Economics: 90% for general learning, and 10% for job training.
Question:	What is the image of the junior college in vocational education?
Answer:	The image of the junior college in some cases is that of a terminal institution, but in others it is that of a college preparatory institution. In the years immediately ahead, the trend will be toward a terminal curriculum. The image of the vocational teacher in the junior college is improving. Students tend to enter vocational courses as transfer students, but they transfer to a terminal program without feeling a loss of status.

The Impact on My Administration of Recent Trends in Vocational Education

John W. Dunn
Charles W. Patrick
Harry D. Wiser

BIOGRAPHY

John W. Dunn

DR. JOHN W. DUNN, District Superintendent
Peralta Junior College District

Raised in Oregon and educated in Oregon public schools.

Bachelor's and Master's degrees, University of Oregon, 1941 and 1942.
Doctorate in educational administration, U.S.C., 1956.

Present: Superintendent, Peralta Junior College District

Former: President of Palomar College, San Marcos, California (1956-1964)
Dean of Students, Portland State College
Dean of Faculty, Oregon Technical Institute
Chief, Guidance Center, Veteran Administration

Veteran, World War II; active Naval Reserve, rank: Captain

Family: Wife, Ora; three children, ages 23, 18, 14

Residents of the Piedmont Pines area of Oakland.

Other data:

1. Past President, Rotary Club of Vista, California
2. Past President, San Diego County School Administrators Association
3. Member of the Board, Pacific Neocraft Corporation
4. Chairman, Committee on Finance and Legislation, California Junior College Association, 1965-66
5. Member of State Council, California Teachers Association
6. Member of Oakland Rotary Club
7. Life member, California Parent-Teacher Association

THE IMPACT ON MY ADMINISTRATION BY RECENT TRENDS IN VOCATIONAL EDUCATION

John Dunn

Tuesday
November 2, 1965
9:10 a.m.

Mr. Chairman, Ladies and Gentlemen:

I appreciate the opportunity to meet with you today for the express purpose of discussing impacts on administration of the most recent trends in vocational education.

My assignment today doesn't permit me to say anything about the Peralta Colleges and it is going to take a great deal of fortitude to keep from talking in detail about our recent successful $47 million bond election, but I won't mention it.

One cannot hope to identify all the trends in vocational education in the brief space of this talk; so, I should like to identify a few of these trends in an attempt to relate them to the administration, particularly the administration of a junior college district.

The first trend that I should like to discuss is the growing need for an increased level of skill and ability represented by the majority of occupations. This trend is particularly true in the building trades. Witness the advent of new materials and construction; the necessity for many of the building craftsmen to have a broader range of skills (for example, the carpenter needing to know something about welding now); the development of new metals and alloys which have made welding a highly technical occupation; the necessity for practical mathematics at an ever-increasing level. All of these innovations simply mean that we have to run more rapidly to stay in the same place. In other

areas, the processes of automation and cybernation not only continue to decrease the number of workers needed but make increasingly technical the whole industrial process.

What reaction must administration have to this particular trend? We may conclude immediately that the problem of finding highly trained, up-to-date instructors is going to increase in difficulty and somehow we are going to have to find new methods of recruiting this kind of instructor. We are further going to be faced with the necessity of requiring all presently employed instructors to keep up with changes in their vocational discipline through regular periods of employment in the working world itself.

Third, it's going to be necessary, in the field of vocational education, to continue to concentrate on the short, intensive courses required for retraining and up-grading of currently employed individuals,and every graduate of a vocational discipline must enter his occupation with the realization that he has but begun to learn and that it will be necessary for him continually to take up-grading courses throughout his occupational life.

Allow me to identify a second trend very much related to the first, in fact, even resulting from the first trend that I have discussed.

This is the rising standards for entrance into job-training with its resulting conflict with social needs. By 1980, one-half of our population will be below the age of 25; and currently, we are facing the greatest number of people in this age group that we have ever had

in this country. Under our present standards, however, only a small percentage of this population group can immediately meet the entrance standards to many of our occupational courses. This is particularly true of apprenticeable trades,and the reason that it is true is because of the first trend I spoke of - - the increasing complexity and higher level of job skill is being demanded in occupations of all kinds. Now there are those in our society who have been free to claim that the entrance standards for the majority of our vocations are designed primarily to prevent the admission of certain of our minority groups into the occupation. A gentleman told me the other day that many of the Negro community regard the entrance requirements into many of the construction trades as akin to the voting test administered in Selma, Alabama. We are seeing an increasingly aggressive attitude being taken on the part of minority groups with regard to this question. On the other hand we are seeing an equally determined point of view from labor to maintain high standards because of their knowledge of the increasing complexity of the occupations in question.

We in vocational education are caught directly between two strong forces,and the future will call for considerable ingenuity on our part. The answer may well lie in pre-apprenticeship training or in foundation course work to prepare the necessary background abilities even to enter pre-apprenticeship training. However we do it, it is a challenge that we have an obligation to meet. I assure you that the solution does not lie in retroactive planned parenthood. If we in education, as an arm of society, do not meet this challenge, another arm of society is going to have to; and the work of our courts and of our prison system is going to double in the next two decades if we do not keep this store of opportunity open somehow. There has always been considerable discussion about how much general education should be a part of vocational education. I am wondering if, because of the first two trends that I have identified, more general education is going to be necessary, but general education which precedes vocational education. Training periods are going to become longer as a result of increasing complexities in occupations. Perhaps the greatest contribution the high schools can make is to prepare individuals with those basic, general education skills and knowledges which are so related to entry requirements into a given field of training. This calls for a greater emphasis on vocational education at the junior college level. I don't think the answer lies in decreasing standards for entrance into occupations because the lower the entrance requirements, the greater the degree of failure that will be experienced. Rather, we are going to have to, it seems to me, devote our attention to increasing prep work for entrance into the highly skilled trades.

This, then, brings me to the third trend - a trend difficult for me to identify. At one time I would have said that the trend in vocational education was to the addition of greater amounts of general education added to the curricula of occupational education. However, it seems to me that we cannot escape from demands placed upon every individual citizen in an increasingly complex society. We live at a faster pace, with greater income, under the threat of atomic destruction, changes in attitudes toward law and order, and changes in systems of values. We live in a society that places increasingly demanding responsibilities on its citizens in the field of politics and government. An understanding of human relationships is one of the keys to successful leadership, whether for the lead man, foreman or contractor.

Automation and cybernation will have the effect of decreasing our work week rapidly. We have some concern for the 40 hours of the week that the worker is not concerned with his occupation. We can go all the way back to the seven cardinal principles of education and identify that one which said, "to train for a worthy use of leisure time," to see a real need in the years ahead. In the field of engineering it is difficult to teach all that must be taught about engineering processes and still accomplish any of these latter values, desirable as they may seem. The same is true for the field of medicine and much of science. It is going to be equally difficult in the field of vocational education.

Now there is, finally, an administrative problem connected with all education, but particularly emphasized in the field of vocational education, and this is the problem of financing these programs. We may well say to ourselves that we are going to get increasingly large amounts of federal aid. But school district after school district finds itself in harsh financial straits because of the matching requirements under the Vocational Education Act, and I predict a great decline in the very needed work of retraining under the MDTA program when districts are required to match even as much as 10% of the funds. Most school districts are operating under a tax ceiling law established in 1937, and the matching portion of these funds is going to be harder and harder to acquire. Particularly is this true when the majority of these programs call for new programs, not assistance in financing existing fields. Only very recently has it become possible for MDTA counselors to place an individual in a course that is already being financed and operated by an existing school district. The majority of these have to be new fields calling for new faculty additions, more equipment, more space. If federal funds can be made available to assist in expanding an existing field then they will become increasingly helpful; but until they do, administrators are going to become increasingly reluctant to set aside more and more funds for matching purposes in order to expand vocational education.

And now I want to say that finally we, in the Peralta Colleges District at least, believe that the greatest and most productive effort in vocational education can be made in an institution that is a comprehensive community college, where the entering student has his choice not only of many occupational fields but of many pre-professional courses which will lead him eventually to the university or the state's college system at the upper division level. We think we can do a more effective job in this way than by separating our vocational education and putting it into one campus. We are even combining these functions in the same buildings on our proposed new campus in downtown Oakland where heavy vocational courses will be on the first floor of a building, light vocational and technical training on the second floor, and general classrooms on the third floor. We think there is social value in these students' working together and participating together in other aspects of college life. Furthermore, since our counseling staff deals with these individual students as they arrive on the campus, the counselors are tremendously more effective if they can show the student the actual processes that are a part of a vocational course as well as those which comprise pre-professional training. At the same time, we want to make available to all individuals studying for occupational competence some of those experiences in music, drama, speech, etc., that will help him to become an effective citizen as well as an economically sufficient one.

The largest problem facing us in the administration of school districts, however, is the problem which you engage today; that of effective leadership in vocational education. There will be more job opportunities in the junior college system of this state calling for leadership in vocational education than in any other discipline. You are to be congratulated on your work in this direction, and on the purposes of this conference today, because this need is becoming world-wide.

In closing, let me tell you my favorite closing story. It is involved so much with the work that all of us are doing because our actual target is the development of occupationally competent, whole human beings.

This little story is about a father who came home from work and stretched out in his chair about 6 o'clock, with his slippers and his pipe and the evening paper. His small son kept bothering him to play with him. The father wanted peace and quiet for a few minutes, so he took a map of the world he had handy, tore it up in pieces and handed them to his son. He figured that putting it back together would take a half hour or so. But about three minutes later the boy was back with the map all neatly pasted together. The father was amazed. "How did you do it?" he asked.

"Well, Dad, I noticed that on the back of this map was a picture of a man and when I fitted the man together, the world just naturally fell into place."

BIOGRAPHY

Charles W. Patrick

CHARLES W. PATRICK was born in Huntington Beach, California. He is a graduate of Huntington Beach High School.

B.S. in Chemistry (with a strong interest in Engineering) from Cal Tech.

M.S. in Education Administration, California State College at San Diego.

He worked three years as a chemist. Another three years was spent at Monterey High School teaching related math, science, etc., for vocational and technical students.

He spent two years at U.C. Berkeley as an industrial teacher educator.

He served three years as Manpower Commission Director of Training, first for California and then for the West Coast.

For five years he was Regional Supervisor for the California State Department of Education, Bureau of Industrial Education.

For the last fifteen years he has been employed in San Diego as Director of Vocational Education, Assistant Superintendent, and now President of San Diego City College.

THE IMPACT ON MY ADMINISTRATION BY RECENT TRENDS IN VOCATIONAL EDUCATION

Charles Patrick

Wednesday
November 17, 1965
4:10 p. m.

Before discussing trends in vocational education and their impact on school administration, I would like to take a look at the changes in our society that are responsible for these trends in vocational education.

Possibly the three most powerful factors in social change today are the population explosion, the racial crisis and the technological displacement of workers. These three factors are interrelated and individually and collectively are heavily responsible for recent trends in vocational education. While education may not be the answer to all the problems arising from these factors, at least it is fundamental to the development of solutions to the problems, and vocational education is central to the entire educational effort. Thus, the most important trend in vocational education is the increased emphasis on vocational education at every level of education and in every sector of our society. Increased emphasis, interest and support are certainly to be desired, but there are accompanying challenges or problems that must be recognized and faced.

We must identify the issues or factors that produced this increased interest and support and be sure that our efforts are in the right direction -- will produce desirable results, will help solve the problems of today and tomorrow. We must face criticisms for not doing more and not doing it fast enough.

We must expect that new agencies and organizations are going to be involved--that private groups, profit or nonprofit, and public agencies, educational and otherwise--local, state and federal--are all going to get into the act.

I have already identified what I feel are the forces or factors in society that produced this great interest in vocational education. Let me cite just one of many examples I could use. The following is quoted from the Educational News Service analysis of the Watts hearings:

> "Training for jobs and creating a feeling of personal worth are the two major contributions public schools can make toward the rehabilitation of riot-torn Watts.
>
> These two assertions recurred time and again during day-long testimony heard by the Assembly Interim Education Committee at the Edwin Markham School, just a few blocks from where bulldozers still shoved away at the rubble left by four days of terror, looting and burning in August.
>
> Witnesses were Watts mothers, teachers, probation officers, social workers and union spokesmen.
>
> Most agreed that advancement and vocational schools to help Negroes become employable are needed as a direct attack on the job problem for adults, beginning with high school drop-outs and ranging up the age scale. One witness at the October 15 hearing urged compulsory adult school attendance for the unemployed."

Thus, vocational education is the first suggestion for solving a racial problem in Los Angeles. You can be sure that testimony at this hearing will have an impact on the school administrators in Los Angeles. But it should also have an impact on every leader in vocational education in every metropolitan community.

Similar expectations for vocational education and education generally to improve our productivity and to alleviate through retraining the problems of technological unemployment could be illustrated from numerous local and national reports, speeches, studies, and legislative acts.

Because vocational education is responsive to community needs, the new breakthrough in federal aid to education on a massive scale was preceded by a major expansion in federal aid to vocational education.

Moreover, this popularity of vocational education has been reflected in a multitude of federal, state and local programs to expand vocational education in the numerous agencies entering the field of Vocational Education and Training. The MDTA began with institutional training, but is rapidly expanding the "on-the-job" training programs. The Economic Opportunity Act is financing public and private vocational education on a large scale. The Elementary and Secondary Education Act finances public vocational education for the culturally and economically disadvantaged. The Department of Employment, the Welfare Department, private schools, and joint labor and management groups are all establishing "on-the-job" and institutional training, primarily vocationally oriented.

These competitive forces offering vocational education arise at the same time that the explosive enrollment growth in the secondary schools and junior colleges taxed the facilities and financial resources of school districts almost to the limit. Moreover, vocational facilities are expensive; vocational teachers are difficult to secure, recruit and train; salaries have to be increased in order to compete with industry; and leadership in vocational education is not available in sufficient numbers to plan and direct the efforts of even the public schools.

I've attempted to identify the broad issues and problems. Now I want to be specific and within this broad frame of reference discuss what I have personally been involved with in San Diego because of recent trends in vocation.

1. We have established district policies that clearly define the role of each level of education in vocational education. For a number of years the San Diego Board has as a policy placed all post-high school vocational education in the junior college. Recently, we brought the city adult schools into the junior colleges as a separate department, but the vocational classes are being continued under the evening college and day colleges. The adult schools are academic with some pre-vocational or try-out courses. This may not be the only or even the best plan, but it is clear and easily administered. Every district should have a clearly established policy to insure coordination of post-high school vocational offerings.

In regard to vocational offerings by other colleges, we meet regularly with the state college, private colleges and university extension officers to avoid overlapping and to insure that needed vocational education is not overlooked.

The problem of high school - junior college relationships must also be faced. Our own board of education some two years ago adopted a policy that every high school youth should either be enrolled in and succeeding in a program of studies which prepare him for transfer to an institution of higher learning, or should be enrolled in courses which prepare him to enter the world of employment. The result of this board action in San Diego was the initiation of a major program of vocational or, as we have named it, occupational education in the senior high schools of the city. VEA 1963 funds have been used to finance the cost of developing this occupational education program, which utilizes community advisory committees. The junior college vocational staff and occupationally qualified instructors have assisted in the development of the occupational program; they meet with advisory committees and with the secondary staff on a district coordination committee.

Some mature high school youth need more specialized vocational education. In San Diego, high school youth with talent in and interest in trade and industrial occupations can enroll in the junior college shops three hours a day in their school of residence.

This program has been outstandingly successful and has made it unnecessary to duplicate specialized programs in the high schools. The development of area vocational centers for the high schools is being considered, but this will be done cooperatively with the junior college so that the local taxpayer will not have to pay for duplicate facilities.

The establishment of specific board policies in San Diego has reduced the friction and rivalry between adult and junior college and between high school and junior college and has permitted each group to pursue its responsibility with vigor and freedom--even in a unified district this coordination is necessary, although it is relatively simple. In separate districts it is equally important, but may be more difficult to achieve.

2. We endeavor to cooperate with other groups and agencies - establishing channels of communication as needed.

As always, the task of the administrator is to work with people and to work with them effectively and fruitfully so that each level and each agency can contribute to vocational education and to the solution of our major social problems. We work with the Department of Employment, the Welfare Department, the U. S. Department of Labor, and the California Department of Industrial Relations. An important new factor is joint labor and management groups. In San Diego, we've attempted to involve these labor-management groups in the improvement of existing programs rather than duplicating or establishing competing programs. For example, in order to provide for and improve the apprenticeship and journeyman retraining program in San Diego, the junior college has constructed a $350,000 apprenticeship-trade building: half the cost of the building was paid from vocational education act funds. Management and labor will put $100,000 worth of modern equipment into this building for apprenticeship and journeyman retraining mostly from joint funds.

We have contracts under MDTA, and with the Welfare Department, and try to be represented in all community groups that are sponsoring or financing vocational education or training.

Unless we are sensitive to these agencies and groups and provide the organizing institutional training to meet the needs which develop, we can expect duplicate institutional vocational education. We have supported on-the-job training without reservations where it is fully supported by the employer and employee groups. We have opposed the development of classroom and shop instruction of an institutional nature under the guise of on-the-job training. Having established these principles, we know when to take issue and so do the agencies with which we work.

3. We have worked on securing adequate federal aid to finance Vocational Education.

While we've had some success in San Diego in providing adequate budget and facilities for vocational education, it is increasingly clear that only through state and federal funds can we hope to provide the expensive facilities and costly instruction that good vocational education demands. Our efforts have been to seek federal legislation funds, and then to help develop a state plan that insures that these funds are effectively used. We're hopeful federal funds can be allocated in a manner and in amounts guaranteeing to a local district that education leading to useful employment will be no more expensive to the local taxpayer than academic instruction. (As an aside, we also believe that federal building and equipment funds should not be allocated except where careful regional planning has been done and regional cooperation assured.)

4. We've attempted to solve the problem of recruiting vocational teachers by improving entry salaries.

The problem of adequate salaries for teachers of vocational education forced a revision and innovation this year in the salary schedule for San Diego Junior Colleges. The junior college salary schedule now provides that vocational instructors are placed on the junior college salary schedule insofar as possible at the prevailing community salary rates for the occupational field in which the instructors are required to have experience. The annual rate is used although the vocational instructors are paid this rate in ten installments instead of twelve so that the monthly rate is somewhat higher. Using this procedure, our most recent contract hire, a heliarc welding instructor, started at a salary of $8100 a year. An instructor in a lower-paid occupation would start at a lower district teaching salary. Once an instructor goes on the district salary schedule, however, all the other provisions of the schedule prevail and the instructor advances according to the regular district procedures. I would be happy to discuss the salary schedule individually and in further detail with any of you who are interested.

5. We've attempted to develop our own vocational leadership.

The training of vocational leadership is one of our most critical tasks. San Diego has provided a generous level of supervision in vocational education. Our costs for vocational supervision alone have exceeded our total income from vocational education funds. All vocational education in the San Diego junior colleges is under a vocational dean--equal in salary and status to the dean of academic or transfer education, our Dean of Arts and Sciences. We are critical that formal state or university programs have not been adequately developed for "vocational" leadership. Emphasis has been placed on trade and industrial, or agricultural or homemaking or business education. Certainly specialists are needed, but broad leadership is essential. We have tried locally to give selected vocational teachers and coordinators experience in supervision outside their field of specilization as preparation for the jobs of dean or director or college president. This breadth needs to be accompanied with academic degrees for junior college leadership--a demanding challenge, I admit, but one we must meet unless we want the critical decisions and policies to be made by persons with no vocational education experience.

6. We've stressed and achieved some regional planning.

The increased population growth and the development of the city-state of Southern California demands that increasing area and regional planning be done to avoid unnecessary wasce of public funds and duplication of effort. Area planning, and the development of specialization in some schools, is increasingly feasible and necessary. In San Diego County we have established a countywide vocational committee for the junior colleges. This committee attempts to advise the college presidents on the regional development and regional needs. It hasn't been 100% successful but certainly has kept the channels of communication open and has avodied some conflicts that would otherwise have developed. The San Diego City College served initially as a vocational center for the entire junior college system of San Diego County. Effective interdistrict agreements were negotiated that recognized this. These agreements and the financial payments involved were fully accepted by the administrators and the boards in each of the communities and could be defended as savings to the taxpayers in all the communities involved.

Meanwhile each of the other junior colleges has developed vocational curriculums appropriate to the area served. As a basic policy all of our county junior colleges are comprehensive, but each has some specializations and we encourage interdistrict attendance in preference to costly duplication of vocational facilities.

In a few cases, such as data processing, the drive for status overcame our efforts for cooperative planning, but these exceptions only highlight the value of regional planning. We're also working with the county schools in providing countywide job information for the junior colleges.

7. We've tried to maintain the Open Door Policy in junior colleges and to strengthen vocational counseling in the junior college.

The concept of the comprehensive college can be defended only if through effective guidance students select curriculums appropriate to their aims and aptitudes. Adequate exploratory and guidance opportunities should be available in the curriculum to enable students to match their interest, aptitudes and abilities with curriculum opportunities. In San Diego, the faculty have developed the concept of the "general studies program" which incorporates career counseling with remedial instruction.

Our studies revealed that many freshmen students selected college majors for which they had no apparent aptitude or qualifications--such as science majors without any previous high school science or engineering majors who were enrolled in junior college remedial math and English. The "general studies program" was established as a one-

year staging area for such students. It emphasizes career planning and intensive remedial instruction, including reading improvement, programmed mathematics, techniques of study and orientation to college.

Some dramatic results have been observed in individual cases, but the program is still experimental and needs much further study.

Students are placed in the general studies program on the basis of threshold criteria which have been established on the recommendation of the faculty for most of the A.A degree curriculums. If a student selects a degree major and cannot meet the threshold requirements, he is placed in the general studies program until he has qualified for the curriculum of his choice or selected some other curriculum for which he is qualified.

Since the general studies program does not lead to any degree, students are expected to elect and to qualify for one of the degree curriculums by the end of the second semester.

We believe the general studies program will increase enrollment in the vocational curriculums of many students who otherwise might fail and drop out of transfer courses for which they lack appitude.

8. We're developing a career guidance center for high school youth and adults.

Using VEA-63, NDEA and EASA funds, we've established a career guidance center which will bring together job information, individual aptitude, and ability and interest testing, personal and vocational counseling and placement and follow-up services. We're hopeful the Department of Employment's job guidance center will share the same

location to prevent duplication and competition.

This service just began this fall and is too new for me to do more than say it is underway. We hope to be able to tell a success story later--not now.

9. We have established a day adult high school and adult guidance classes.

The adult schools are doing a fantastic job of getting the educationally crippled into basic elementary and secondary classes--essential before vocational education can be attempted.

The graduates from the adult classes feed into the junior college vocational and MDTA courses.

Welfare cases and unemployed make up the bulk of those enrolled.

10. We've made a tremendous effort to help the educationally and culturally disadvantaged through education and vocational preparation.

We obtained a foundation grant to employ a Negro, trained in sociological techniques, to promote education for the minority racial groups in San Diego. Through this leadership we have had unusual success in increasing the use of adult and vocational education opportunities by minority race members.

We've secured generous work-study funds and student loan funds, including one private grant of $25,000, specifically for loans for vocational students so that youth from impoverished families can afford to attend adult and junior college classes.

11. We've prepared applications, claims and reports.

Because the support for vocational education is coming through so many different channels and agencies, the local district must develop and process a multitude of applications, reports and claims to local, state and federal groups. We've endeavored to influence and modify application, claim and reporting procedures with some success, but have had to add staff to handle the contracts and claims. This task should be handled by specialists working with the vocational directors and supervisors. Meticulous accounting is essential in dealing with any public funds, but especially with federal funds. The F.B.I. are not willing to accept excuses or claims that you didn't profit personally. Get accounting and business assistants to keep track of financial matters.

Perhaps this is a good place to stop. I've listed eleven specific items that have occupied my administrative time and attention because of recent trends in vocational education.

1. Establish clear district policies on responsibility for vocational education.
2. Work with outside groups.
3. Work to secure adequate vocational funds.
4. Provide adequate starting salaries for vocational teachers.
5. Develop vocational leadership.
6. Promote regional planning.
7. Promote junior college vocational counseling and information.

8. Promote vocational counseling for high school and out-of-school youth and adults.

9. Provide basic education for out-of-school youth and adults preparatory to vocational education.

10. Concentrate on racial minority needs.

11. Keep fiscal records in order and get in the applications.

These are the tasks that I identify. Joe Stephenson, our Director of Vocational Education would pick another list. Lou Ferris or Ken Fawcett, two of our eight vocational coordinators, would have still a different list. Our district superintendent would have a list close to the above, but with more emphasis on working with secondary school principals to provide vocational offerings in their high schools.

These are the tasks that we encounter as we attempt to shape our vocational program in the San Diego City Schools in the face of the population explosion to meet our racial problems and to provide the training and retraining appropriate to the changing technology of our times.

We hope we're moving in the right direction and are defining our role in relationship to the other groups and agencies that share the responsibilities for worker education today. It is a challenging and rewarding endeavor. I hope you enjoy it as much as I do.

BIOGRAPHY

Harry D. Wiser

Education:

San Jose State College	- A.B. - 1934
Stanford University	- M.A. - 1944
University of California	- Ed.D.- 1956

Teaching and School Administration for 30 years:

Montezuma School for Boys, Los Gatos
Eight years in elementary school administration
Three years, General Supervisor and Curriculum Director, Solano County Schools
Five years, District Superintendent and Principal, Armijo Union High School, Fairfield, Solano County
Five years in Vallejo as President of Vallejo Junior College
Superintendent, Placer Joint Union High School District in Auburn (Placer County) for three years. Placer District operated Sierra College in Auburn, along with evening junior colleges in Auburn and nearby Weimar, and a high school in Auburn.
President, Modesto Junior College, 1959-1960
Superintendent, Modesto City Schools, 1960-present

Community Service Activities:

Salvation Army
Y.M.C.A.
National Foundation for Crippled Children and Adults
Modesto Chamber of Commerce
F. & A. M.
Phi Delta Kappa
Elected Secretary, Superintendents of Larger Districts, May, 1964
United Crusade Chairman, Professional Division
Member, Human Rights Committee Modesto
Chairman, Cooperative Committee on Personal Policies for Classified Employees
Recently elected President, Modesto Lions Club
Recently elected to serve a one-year term on the Board of Governors of the California Association of School Administrators.

Dr. Wiser is married and has two daughters. Mrs. Wiser, a school teacher, is a member of the American Association of University Women, and active in music and church affairs. Their two daughters, Melba and Nancy, are both married and are graduates of Stanford University.

Born and raised on a farm, Dr. Wiser has engaged in fruit farming and the raising of garden crops in Gridley and Fairfield, California. His hobbies include music, photography, and gardening.

THE IMPACT ON MY ADMINISTRATION BY RECENT TRENDS IN VOCATIONAL EDUCATION

Harry Wiser

Tuesday
November 9, 1965
10:10 a. m.

INTRODUCTION

The Role of the School Administrator

The school administrator serves as the executive officer of a school district. In this capacity he is responsible for educational offerings, the employment of staff, the preparation of budget, and the many other activities of operation, and always within the policy of the governing board, state and federal laws. While he is a general practitioner, he must know enough about specifics at least to listen and talk intelligently about many of the areas of the educational program.

The school administrator often has to make decisions, and know some of the things that are going on in the school districts. Sometimes he finds himself the last to know about the "state of affairs," and then it may be too late. The point which should be made is that the school superintendent must depend on other staff members to keep him informed about situations and trends. Therefore, responsibility must be delegated to those on the staff who are trained and are working in a particular field.

School administrators seem to find themselves running in all directions at the same time. Often we try to play many positions on the team even to the extent of being quarterbacks throwing passes to ourselves in the end zone. It just can't be done. A school system, and all segments of education, must have the finest kind of team work with each person playing his own position well and in full coordination with the total effort. We must know what the other members of the team are doing if we are going to cross the goal lines of education. Vocational education is an important part of the school program, and hence vocational educators are full members of the team.

THE IMPACT OF VOCATIONAL EDUCATION UPON OUR SCHOOL SYSTEM

We are Having Difficulty Deciding What the Trends are in Vocational Education

The trends in vocational education are dictated by the pressures and causes which require solutions through education. Among these are:

1. The high rate of early school leavers or drop-outs and the high unemployment of youth. Our schools have not been entirely effective in educating all students. Our drop-out rate is a little lower than the state average, but not much so. This causes us real concern as these students are often among the unemployed. We are reaching some students through work experience programs.

2. The interrelationship of illiteracy, unemployment and poverty has its effect upon the success of adults and of their children. There is a large number of people of all ages who are functionally illiterate. Modesto has 4.1%; and Stanislaus County, 9.1% of adults twenty-five years of age or over, below the fourth grade level.

3. The increasing demands of employers for people with skills within and outside of our community.

4. The rapid development of technology with specialized training requirements and its relationship to fundamental education.

5. The changing concepts in providing equal educational opportunities for children and young adults. What does this mean?

There are Certain Concepts About Vocational Education Which Need to be Clarified

Vocational training is education, and basic education is necessary for vocational competency. Training for an occupation is not the opposite of education. We have told students who are not succeeding in school to go into occupational training or get a job. We have told the other students to get an education, then think about work. Both charges seem to be misleading.

From: CASA - The Challenge of Vocational Education - Guidelines for the School Administrator

> Sound vocational training must be undergirded by a 'mastery' of fundamental communications and computation skills, acquisition of broad knowledge, and training for effective citizenship. The pursuit of studies should be directed toward developing vocational education without thereby designating all other instruction as non-vocational. Young people who are preparing for occupations must not be denied the support provided by the remainder of the curriculum. General and vocational education are closely related and are essential for effective citizenship.

The status of vocational education is important. To some people, and I must state to a few educators , vocational education is almost a dirty word - it is not quite respectable. Again, students are often led to believe that they are second-class citizens because they have chosen to take occupational training or industrial arts courses rather than college transfer courses. Physical labor is still less respectable than mental work. However, if plumbers, electricians, carpenters, and other skilled craftsmen continue to earn more money, drive nicer automobiles, and live in better neighborhoods than do the so-called white-collar professions, we may find young people more interested.

Vocational education is compatible with the general aims and purposes of education, particularly the aim of worthy citizenship. This relates closely with the first two concepts of the relationship of vocational training and basic education, and the status of occupational preparation. Two of the aims of education usually cited are:

1. The acquisition of occupational competency.
2. The development of worthy citizenship.

We cannot overlook the fact that in order to be competent in an occupation or profession, a person must not only have the skills but also must possess the attitudes and attributes to be a good citizen. I believe there have been studies made on people who have lost their jobs, and that too often the reasons were because they had poor attitudes or poor citizenship. All students need to develop good attitudes toward law and authority, honesty and integrity, and even work itself.

THE IMPACTS WHICH WE FEEL IN OUR SCHOOL DISTRICT CAUSED BY RECENT TRENDS IN VOCATIONAL EDUCATION

The Impact on Curriculum Changes

The course offerings and curriculums are in the process of being evaluated and revised in light of new directions in vocational training. Our present programs on the high school level are quite limited in true vocational offerings. The exploratory industrial arts offerings still have a place in high schools; however, these must be followed and supported by courses which can assist students directly into employment.

We still have educators suggesting that students should learn fundamental skills, and wait until high school graduation to enter vocational training. The theory may be sound to keep young people in school as long as possible, and hence off the labor market; however, many of them just don't stay around that long.

There appears to be the need to develop shops and laboratories in the eleventh and twelfth years into vocationally oriented programs. Many of the advanced classes in the areas of home economics, agriculture, business, and industry should be directed toward training that will develop saleable skills. However, the training cannot be terminal in the sense that everything can be learned in one or two years. We must not disillusion students into thinking that they are finished products, but teach them that they are only ready to serve an apprenticeship or profit from more training in a junior college or trade school. Neither should we assure employers that high school graduates are highly skilled employees, but that they have a potential for increased competency.

The impact of curriculum change is upon us. We must do our best thinking and planning, and we must involve many resource people on the local and state levels. We are attempting to make use of people from labor, business and industry to assist in giving direction to the changes.

The Impact on Teaching Personnel - Preparation and Credentialing

The effectiveness of vocational training, as in all of education, depends upon the quality of the teaching staff. We have depended largely upon two sources:

1. The college trained industrial arts person with a degree and a specialized credential.
2. The experienced tradesman or skilled craftsman who has desired to teach, who has started out on a delayed requirement or provisional credential, and who has completed the academic work during the early years of his teaching.

Both types have been valuable to the success of the trade and industrial programs.

There are problems facing our school district in developing vocational programs. For example, all programs reimbursed by funds from the Vocational Education Act of 1963 must be taught by credentialed vocational instructors. We cannot strongly disagree with this requirement, as who should know more about a vocation than someone who has been employed? However, since the present credential structure is dictated by state regulations and strongly influenced by those representing the trades, we will probably have difficulty in finding people with five to seven years of experience at working in a trade, who can also qualify for credentials.

Since the largest percentage of our teachers has earned college degrees and acquired industrial arts credentials, few of them have the number of years of trade experience to qualify for a credential. We may find ourselves hindered in acquiring qualified credentialed instructors in trade courses because we have held too long to the traditions of the Smith-Hughes Act of 1917. I mean no disrespect, and the fine people in the State Department of Education have given us the finest cooperation and help in qualifying instructors for our classrooms.

The Impact of Student Orientation to Work and Guidance for Vocations

There is a need for motivation and guidance toward work and employment, but we are not sure where this should begin, or how it can best be accomplished. Students have often been told that if they get an education they won't have to work, or at least won't have to work as hard as their parents. Some students come from homes where unemployment is the pattern. Often they have an attitude of futility .... "What's the use? My parents got along without an education or vocation." Somehow both parents and educators must establish the concept that work is highly desirable, and that education is important for advancement in a vocation or profession.

Teachers and administrators should understand the need for occupational orientation, and how the subject matter which they are teaching contributes to that orientation. Teachers may know their own subject matter and how to teach it, but may not be sure how it applies to an occupation or employment. They get so involved in the details of subject content that they disregard its application. We suggest that vocational orientation is necessary for both students and teachers.

We are concerned about vocational counseling - where it should start, and whose responsibility it is. Students proceed through elementary school and suddenly realize they must begin to think about training for employment. We cannot expect them to make firm vocational choices, but certainly they can do some exploration and thinking. The use of community resources and contacts appears to have promise. When students observe community occupations, they at least realize the existence of work and employment possibilities. We should be honest with students and parents, and suggest that vocational exploration is equally as important as academic interest.

If vocational orientation and counseling is so important, how can it be accomplished best? In depending largely on general counseling, we are not accomplishing all that should be done. There is group counseling in vocational goals in high school. Academic counselors, attempting to give general guidance to high school students, have called upon the vocational instructors, who have assumed some responsibility in this endeavor. Again, most teachers feel comfortable with their subject matter, but may not want to be involved in a guidance function. Probably these teachers constitute our richest source of vocational information, and methods should be developed to include them in the counseling activity. We have considered the idea of a vocational counselor; but can any one person know enough about all of the trades, occupations and businesses to adequately advise students?

We have enjoyed the benefits of federal funds, but we are concerned about the future. The Vocational Education Act requires matching funds, a fact which limits participation by local school districts, particularly those of poor financial ability. In a conservative community such as Modesto, it is sometimes difficult to get a governing board to commit the budgeting of funds for projects without any guarantee of approval. You should see the problems created in a school budget when funds are allocated for a federal project and then not approved. The process of readjusting the budget categories brings consternation to the accounting department.

In Modesto, the project applications are prepared by the existing staff. We are hardly a large enough school system to employ a full-time person. Teachers do not feel qualified, nor do they have the time available to write or gather information for federal applications. It would seem justified that if funds are to be continued for vocational education, school districts should be allowed to include the costs of project preparation in the application.

The timing for federally supported vocational projects has created problems in the Modesto City Schools. Approval of projects has been made after the time that a staff can be hired, equipment and other facilities acquired, and students counseled into classes. Equipment purchased in anticipation of or before approval of a project is not reimbursed.

The Impact of Work Experience Education as an Adjunct to Vocational Education

Probably the greatest recent impact has been made on the Modesto City Schools by the work experience program. The exploratory work experience has created vocational interest and given guidance to some students through opportunities to observe and explore a variety of work opportunities. Other students have been motivated to hold a job while staying in school and preparing themselves for employment.

A number of students have been able to secure jobs in the vocations in which they are eventually going to work. This has given meaning to their education and has made it possible for these students to be enrolled in a trade, agriculture, technical or business program, and work at the same occupation. This seems to indicate the finest kind of application of education to the world of work.

The Impact of Financing Vocational Education

We continually ask ourselves where we are going in the funding of education, and particularly of vocational education, which has a high per pupil cost. We derive funds from local, state and federal sources. Labor, business and industry have supplied much interest and some indirect financial support. The trend seems to be toward more federal funding, and for many years vocational education has received larger amounts than any other segment of public education.

Each time that a project application is taken to the Board of Education for approval, two questions are usually asked:

1. Can the school district afford to participate?
2. What commitments are being made in the future, and what will happen if federal funds are withdrawn?

There may be a point or time when some districts will find it difficult or impossible to apply for federal vocational funds.

Before we leave the subject of financing by federal funds, we might raise one or two more questions. Is federal assistance to school districts weakening local and state effort?

Is more outside control being imposed upon state and local programs?

Is the federal government usurping the prerogatives for vocational education from the state?

CONCLUSION

School districts cannot overlook their responsibility in assisting students to prepare for employment. This assistance will come through basic education, vocational orientation and guidance, and by specific training programs. Federal funds should be utilized, but care must be exercised that by their use state or local effort and responsibility are not deteriorated.

The impact of recent trends in vocational education on school administration will continue to be great. Since education is being called upon to do more things for more people, we must look to vocational educators to assist us in training people to gain employment, overcome their poverty, keep their children in school, and become self-respecting citizens. Ours is a big assignment, but working together we can accomplish almost anything.

BRAINSTORMING
REPORTS

What are the Leadership Needs of Administrators in Vocational Education in California ?

Lee W. Ralston, *Chairman*

Mr. J. Lyman Goldsmith, Chairman, Southern Region

Small Group Leaders
Glen M. Larsen
Norman R. Stanger
Don Welty

Mr. Curtis E. Lackey, Chairman, Northern Region

Small Group Leaders
Joseph Acosta
Gaylord Boyer
William N. Reynolds

Mr. Robert Obrey, Chairman, Coastal Region

Small Group Leaders
Owen Harlan
Floyd M. Hunter
Richard Storm
Arthur F. Walker

A STATEMENT OF CAUTION

Many of the items were repeated; therefore, this report does not show which items were expressed most often.

Many items had to be interpreted by the editors (for largely grammatical errors, etc.); but, the items may not yet say exactly the intent of the participants.

Any written report does not tell all that goes on in the groups; thus, these "end products" are only suggestive of the total product and not of the process at all.

There was no standard (nor should there have been) with which to compare each item reported; and so, no item is to be considered as representative of the Conference.

BRAINSTORMING

Basic and Changing Concepts

Monday
November, 1965

The brainstorming sessions were concerned with changing aspects of vocational education. Because changes are occurring in American society and in American industry, the emphasis in American education is changing, with consequent changes in vocational education. Additional material includes a discussion about "what should be changed in vocational education?" and one comment recorded about "what should not be changed." Perhaps this is a useful topic for some group to talk about at a future meeting.

WHAT IS CHANGING?

In Society

1. The morals and mores of our country.

2. The attention being directed to new elements in society, especially minority groups and out-of-school adults.

3. Public attitudes, because we are getting a new look at people.

4. More people in the community are being involved--advisory committees, local employers, for example.

In Industry

1. Increasing demands are being made upon education for graduates with more marketable, specific skills.

2. The attitudes of industry toward vocational education are changing.

3. The jobs and kinds of jobs and the sophistication of job requirements are changing.

4. People from industry are interested in meeting with people from education to discuss the educated manpower needs of industry.

In Education

1. The local autonomy has been lost.
2. Concentration on industrial education training is decreasing; concentration on service education is increasing.
3. Greater demands on the schools place a greater emphasis on high schools.
4. Course content is becoming sophisticated.
5. The need for articulated programs among schools requires community involvement and involvement of private schools.
6. There is a trend toward earlier commitment to a program for the student.
7. Attitudes of administrators, school boards, the public, and vocational education teachers are changing.
8. Complementary general education to accompany vocational skills development is receiving more emphasis.

In Vocational Education

1. The vocational education image and the demands on vocational education are changing.
2. There is more recognition of the Vocational Administrator and more support for the program.
3. Federal fundings are changing.
4. Credentials and staff standards, personnel, and training allowances are changing.
5. Student attitudes toward vocational education and student numbers in vocational education are changing.
6. The levels for entry into the program and into retraining procedures are increasing both in quantity and quality.

7. The relations between local and state levels, the agencies involved, and the information available are assuming different proportions.

8. The State Plan and the Regional Plan are being reorganized.

9. Attitudes of the local administration toward vocational education were discussed. These questions were raised:

   a. Are we perverting our good Smith-Hughes program so as to meet the Vocational Education Act program in order to get more money?

   b. Are school administrators giving recognition to vocational education in order to get funds?

   c. Is this recognition lip service only?

10. The trend to push vocational education into the junior college is partially reversed.

WHAT IS NOT CHANGING?

In Public Attitudes

1. General negative attitudes and opinions still persist.

2. Attitudes of organized labor are often confusing.

In Vocational Education

1. Some local vocational programs are not getting rid of deadwood courses.

2. Bureaucracy and organization at all levels means red tape to be cut.

3. State leadership needs to become flexible.

4. Attitudes of some vocational education people need some change.

5. Apprenticeship and apprenticeship requirements need new standards.

6. Standards need to match the job.

7. Facilities for the job are not changing rapidly enough.

8. Limitations of George-Barden and Smith-Hughes: there is a confinement to specific tasks and conditions, while the Vocational Education Act is fortified and can make legal what it demands.

9. Ability of vocational education teachers to produce necessary innovations arising from their own needs are not improving.

10. There are no incentive rewards for innovative ideas.

11. A broad training for vocational education leaders is not available.

12. The disadvantages of smaller schools in development of programs as compared to larger schools has not been adequately solved.

13. Proportionate revising of vocational education programs at the same rate that technology is changing has not occurred.

14. Present credentialing structure and pay scales that will attract good journeymen into the teaching field need revising.

15. There is still a need for excellence and quality in classroom teaching.

16. Inherent motivation for vocational education when tied closely to student appreciation is not being instilled.

17. Maintenance of levels of training and development of vocational education teachers by continuous experience and training has not changed.

18. Adequate articulation between the high school and the junior college has not been implemented.

19. Revision of courses to meet the needs of the students has not occurred.

20. Orientation of teachers and counselors to occupational needs by summer employment has not improved.

21. Emphasis on requirements and goals for students who will be entering jobs at the end of their high school education instead of emphasis on entrance requirements for college has not changed.
22. Designing of courses broad enough so that students can be moved from one job to another has not occurred.
23. Vocational education curriculum has not changed fast enough.

In General Education

1. Teacher training institutions and universities are not participating enough in in-service training.
2. Counselor training has remained biased toward academic preparation.
3. The principle of tenure has not changed.
4. Federal support for general education has not changed.
5. The attitudes of administration and supervisors change very slowly.
6. Attitudes of academic people might be called "prestige blindness."
7. Students' attitudes are not changing.
8. Elementary curriculum is not changing.
9. Course content and instructional materials are not changing.
10. Curricula which do not take into account students' talents, differences, and experience are persisting.
11. Flexibility in length of courses, especially those established,is not changing.

WHAT ARE THE SOURCES, PATTERNS, AND CONSEQUENCES OF CHANGE?

Sources of Change

1. Sociological attitudes cause changes, regardless of whether the changes are good or bad.

2. Socio-economic conditions cause changes in concepts of basic education.

3. Social pressures and discontent, which foster the rock-throwing picket line, or a Watts situation, are causes of change.

4. Business, industry, and the community are involved in change.

5. Money from the Federal Government, Federal and State legislation, and the Department of Labor are important sources of change.

6. The contemporary penal philosophy can cause changes in sociological attitudes.

7. Outside pressure acting on the district are sources of change.

8. Discomfort of teachers about weaknesses in themselves and in the program are a source of change.

9. Various levels of criticism of education are a source of change.

Patterns of Change

1. These are frequently determined by the sources of change as means of meeting real needs.

2. The supply of government money often affects patterns of change.

3. The present pattern consists in attempts to get the teacher interested in change.

4. We may not move fast enough to meet the sociological changes, but we may be moving at a faster rate than our planning allows.

5. Evidence of need for change is being substantiated increasingly.

6. The emerging pattern requires more facilities and more teachers, with emphasis on experimentation.

7. The pattern of legislation determines other patterns of change.

8. The high school will have to accept broader responsibility.

9. Area schools will become necessary; private business and trade schools will be involved.

10. A Region Plan as well as a State Plan seems needed.

Consequences of Change

1. Educators are taking a close look at public needs.

2. They are showing less reluctance to accept change, but they also recognize the hazards.

3. The consequences of change may be failures. How can we avoid mistakes? What social problems may result?

4. Changes will result in communication problems, confusion, and controversy; but the turmoil and unsettled atmosphere are healthful.

5. If schools are too slow to react to pressures and criticism, other agencies will step in to do the necessary job.

WHAT SHOULD BE CHANGED IN VOCATIONAL EDUCATION?

In Relation to the Vocational Education Administrator

1. More opportunities for conferences of this type.

2. Meet only with a purpose, objectives, and agenda.

3. More vehicles for sharing good ideas, for exchanging information on beneficial development, for sharing vocational education experiences.

In Relation to the Community

1. Realization of the effect of employment surveys on education.

2. More Business-Industrial Days; fewer Business-Industrial Days (both suggestions were made).

3. More community involvement in recognizing the need for vocational education.

4. Vocational centers for adults.

In Relation to Industry

1. Need for vocational educators to take active interest in the Industrial-Education Council.

2. Greater use of industrial facilities in training for student exposure to industry.

3. Understanding the implications of automation and specialization for vocational education.

In Relation to the Student

1. Increase in student placement, in selective student placement in the vocational education program.

2. Better placement and follow-up of students.

In Relation to General Education

1. A philosophical frame of reference for educational change.

2. Need for flexibility of the curriculum, for change and speed up of educational change.

3. Need for an interdisciplinary curriculum, perhaps for a state-sponsored related-subject curriculum.

4. Improvement of the image of vocational education by introducing world-of-work concepts at the elementary level.

5. Increased cross-pollenization of vocational and academic programs.

6. Closing of time lags in curriculum implementation.

7. Interdepartmental program planning.

8. Better understanding of implications of general versus vocational education.

9. Better understanding of implications of federal aid to education.

10. **Utilization of non-educators in education.**

11. **New approaches to drop-out problems.**

12. **Special education in poverty areas.**

13. **Greater cooperation between schools and the Department of Employment.**

14. **Increase of counselors' knowledge of vocational education.**

15. **Development of occupational testing devices for long-range guidance of students, with complete student planning from selection to placement.**

16. **Understanding of the impact on vocational education if the Junior College State Board should become a reality.**

17. **Reassessment of the junior college function.**

18. **Decision as to where vocational education should be offered, what divisions between areas should be made.**

19. **Consideration and study of area vocational schools, area centers for smaller school districts.**

20. **Area planning in relation to employment needs.**

21. **Reimbursement based on area planning.**

In Relation to Governmental Agencies

1. **Coordination between Federal Acts and elimination of agency overlapping.**

2. **Provision of sufficient state staff.**

3. **Establishment of a State Legislative advocate (for lobbying).**

4. **Consideration of the effect of mandated legislation on vocational education, especially upon credential requirements.**

5. **Decrease in domination by federal and state department, with encouragement of administration at the county level, and more local control.**

6. Change in the reimbursement pattern to eliminate the time lag between application, approval, funding, and reimbursement.

7. Change in the method of applications for projects.

8. Budgeting of state reimbursement.

9. Funding for vocational education through one agency rather than several.

10. Standardizing of forms and reports; reduction of paper work by bringing forms up to date, by both state and federal offices.

11. Establishment of a state center or institute for full-time study and restudy of vocational education.

12. Establishment of a state center and clearing house on information and research.

In Relation to the Vocational Education Program

1. A definition of vocational education.

2. Consolidation of all vocational education programs under one head.

3. Abandonment of the tendency to believe that all the past is bad; stress the immediate need for job placement.

4. Emphasis on present occupational rather than traditional areas, using the family-of-occupation base.

5. Expenditure of money on image-making; upgrade the image of the "blue collar"; change the image of vocational education personnel itself.

6. Elimination of resistance to change.

7. Long-range planning and goals.

8. Exploration of and further establishment of work-experience in actual situations.

9. Expansion of work-experience programs on the high school level, and of work-study programs on the junior college level.

10. Evaluation of techniques of follow-up and placement.
11. Improvement of evaluation methods.
12. Inclusion of graduates on A/C's.
13. Restudy of the A/C situation and development of rules for A/C's.
14. Development of scholarship funds for teachers and for student stipends for teacher training.
15. Improvement of availability of instructor training required; more on-the-job training.
16. Improvement of the salary schedule for the vocational educator to make it comparable to salaries in industry.
17. Aid to new instructors toward understanding of adolescent growth and development.
18. Updating of instructional methods, analysis of teaching procedures.
19. Occupational exposure for instructors and counselors.
20. Updating of equipment and plan.
21. Use of laboratory aides.
22. Use of data processing.
23. Consideration of the effects of the new credential requirements.
24. Change in the credentialing pattern, with possibly a universal teacher certification.

(A consensus was reached in the three groups as to which items were the most important among the items reported in "What Should be Changed in Vocational Education?" These are the combined summary reports as follows:)

MOST IMPORTANT ITEMS

In the Community

1. Realization of the effect of employment surveys upon education.

In Industry

1. Recognition of the way in which specialization and automation in industry affect vocational education.
2. Greater use of industrial facilities in training, for student exposure to industry.

For the Student

1. Vocational program to reach students earlier.
2. Development of scholarship funds.

For General Education

1. A philosophical frame of reference for education change.
2. A need for institutional flexibility; flexibility in the curriculum for change.
3. Increased cross-pollenization of vocational and academic education.
4. Understanding of implications of the impact of federal aid on vocational education.
5. Utilization of non-educators in vocational education.
6. Increase of counsellors' knowledge of vocational education.
7. Establishment of complete student planning from selection to placement--long-range vocational guidance with development of occupational testing devices.
8. Reassessment of the function of the junior college, with consideration of the impact on vocational education if the Junior College State Board should become a reality.
9. Area planning in relation to employment needs.
10. Reimbursement based on area planning.

For Governmental Agencies

1. Change in the reimbursement pattern to eliminate the time lag between application, approval, funding, and reimbursement.
2. Funding for vocational education through one agency, more than one year.
3. Establishment of a State Legislative Advocate for lobbying.
4. Provision for a sufficient state staff.
5. Consideration of the effect of mandated legislation and credential requirements on vocational education.
6. Standardizing of forms and reports; reduction of paper work by bringing state and federal forms up to date.
7. Establishment of a state center or institute for full-time study and restudy of vocational education.
8. Bona fide research and implementation.
9. A clearing house on information and research.

For Vocational Education

1. A re-defining of vocational education.
2. Improvement in methods of evaluation.
3. Consolidation of all vocational education programs (MDTA, VEA, etc.) under one head.
4. Family of occupation base, with emphasis on occupational rather than traditional areas.
5. Elimination of resistance to change.
6. Exploration and further establishment of work-experience programs in actual situations: expansion of work-experience programs in the high schools and work-study programs in the junior college.
7. Evaluation of follow-up and placement techniques.

8. Inclusion of graduates on A/C's.
9. Development of scholarship funds for teachers and students--stipends for teacher training.
10. Spending of money on image making; a change in the image of vocational education personnel itself.

OFF-THE-ASSIGNED-SUBJECT STATEMENTS

Ideas for Developing Leadership

1. As a new director, get acquainted with the personnel at the state, county, and local levels who are responsible for vocational education.
2. Have staff meetings to keep everyone informed; involve the members; come forth with ideas for including staff from other areas of instruction and outside of vocational education.
3. Recognize ability; accept the ideas of the people you work with; be open minded, listen, and give recognition.
4. Learn to identify who is the activator of a project; know the people.
5. If American industry can give an image to a product through advertising and other forms of promotion, why can't the same techniques of market-and-motivation research, advertising, etc., be adapted to enhancing the image of vocational education? This could be a state-sponsored project funded through Section 4 (c) of the Vocational Act.

Improvement of Communication is an Important Factor in Developing Leadership

1. Establish some form of "play back" when communications are sent to others, in order to evaluate their effectiveness.
2. Instead of circulating materials, use the Xerox or copy machine so that all people involved have copies.
3. Remember that communication is a two-way street; use the personal approach; learn to identify with a person or a program.

4. Review materials so as to pinpoint outstanding or applicable materials before circulating them.

To develop leadership, the individual needs to have time; all persons--board members, administration, instructors--must understand this need.

1. Time to allow for understanding the community.
2. Time to allow for community interaction.

Learn to sell what you represent, to justify your actions, to suggest alternatives.

Learn to suggest, to be subtle; yet insist on being an individual and on giving individuals freedom to explore:

1. By keeping one's administrators informed.
2. By being able to share ideas with others.
3. By getting out to see what is being done by others.
4. By exchange of vocational leaders within the state to enable leaders to see what and how the work is done in other areas.
5. By learning how to find out about new programs, about formats for good programs.
6. By knowing how to make contacts.
7. By establishing a clearing house of information.

WHAT SHOULD NOT CHANGE?

Concept of an "open-ended" education.

IN ADDITION

What is changing? Everything. What is not changing? Nothing.

We Discussed these Problems

1. **Students who should be in vocational classes are not there.**
2. **If vocational education were only on the junior college level, many would never make it that far.**
3. **We do not market our products. A market research program on the state level could sell vocational education.**
4. **What are the stumbling blocks? Do people need to be tops in English and math, etc., to be successful in vocational education and occupations?**
5. **Entry tests in industry are eliminating many because of the academic type of entry examination.**
6. **Minority groups are not taking vocational courses which will prepare them for available employment.**
7. **Counsellors are not vocationally oriented.**

CASE STUDY

"Golden Bear Junior College"

Peter B. Vaill

BIOGRAPHY

Peter B. Vaill

PETER B. VAILL, Assistant Professor of Business Administration, joined the Behavorial Science faculty at UCLA in the Fall of 1964 after receiving the M.B.A. (1960) and D.B.A. (1963) degrees from the Harvard Business School and completing one year of post-doctoral work as an Assistant Professor at that institution. His doctoral dissertation, currently being revised for publication, investigated relationships between the design of factory jobs and the personal and social experiences men on those jobs had. His current research interests concern the process of introducing organizational changes both social and technical in nature. He is a member of the Industrial Relations Research Association.

Two courses he is currently teaching are "Human Behavior in Socio-Technical Systems" and "Seminar in Direction and Leadership."

CASE STUDY

SOME WAYS OF LOOKING AT LEADERSHIP

(Edited from notes made by Peter B. Vaill)

Leadership occurs in an environment or setting where many forces (pressures, desires for action, etc.) exist. There are forces in the leader, forces in the group(s), and forces in the situation. The following are suggestions for some ways of looking at the leader.

The leader has goals. They range from personal goals for self to larger, impersonal (unachievable by oneself) goals, such as international policy formation. These goals are part of the leader's dynamics and exert pressure on any decisions he makes.

The leader performs acts of leadership. These acts of leadership may be quantitatively and qualitatively different from those acts of leadership of any one of the followers.

The leader is a person. We know some things about the leader (external information) which are not the same things we know when we are acquainted with him. For instance, some of a leader's public acts may not be fully consistent with his privately held views, but those who know him best may be able to know which actions are based upon forces within the group, the situation, or the leader.

Another way to discuss leader behavior is in reference to the following chart:

A leader may have feelings about the impact of the environment . . .	which may be different from . .	a leader who has an understanding of the impact of the environment.
A leader may have goals . . .	which may be different from . .	setting goals based upon understanding.
The kinds of actions taken, based upon feelings . . .	are often different from . .	the kinds of actions taken based upon understanding.

"Understanding" is not devoid of "feeling" nor is action based upon "feeling" devoid of rationality. They are interrelated; but for analytical purposes, such arbitrary divisions are often helpful.

CASE STUDY

"Golden Bear Junior College"

Peter B. Vaill

Tuesday
November 2, 1965
1:45 p. m.

(Errata: Bill Franklin was said not to have had teaching experience. Please make a decision as to how much teaching he had and in what area before discussing the case.)

"I can't see it Bill," said Thomas McCauley, president of Golden Bear Junior College. "I realize I was asking you last week for some action and I know I've always implied you had my complete support in creating an improved vocational-technical program here, but this idea of trying to get the Golden Bear City High Schools to shape up their offerings before we do anything - well, I just think now it's unrealistic. I agree completely that there should be more coordination between what we offer and what they offer, but we're not going to accomplish that by writing their Board of Education a letter requesting that they shape up, no matter HOW antiquated their present program may be. I certainly hope this doesn't come at you now as a double-cross, but I really think you'd better drop this letter idea and come up with some other methods of improving our vocational-technical program."

McCauley's belated change-of-mind did come at Bill Franklin as a surprising reversal. Bill had taken over the direction of Golden Bear Junior College's vocational-technical program some two months before. Golden Bear was a two-year college of 1500 students, the majority of whom came from the three high schools of Golden Bear City.

It offered a broadly conceived curriculum that prepared students either for immediate employment or for further academic study.

At 34, this was Bill's first job in an educational institution. He has previously worked for eight years in industry, first as a carpenter, later as a shop foreman, and during his last few months in industry as director of on-the-job training for the company that employed him. He had learned his trade originally during a three-year enlistment in the Army. Through frequent promotions in the company, he kept his journeyman rating and his carpenter's (union) card active. During the years he spent as foreman, Bill became convinced that he really wanted a career in education rather than industry. He began taking courses in evening school and then had himself moved to the night shift so he could take courses during the day. For almost three years he went to college from nine in the morning to three-thirty, then worked a four to twelve a.m. shift. Impressed with his determination to better himself, his company gave him the training responsibilities during his last few months of employment. "We'd frankly like to show you there are chances in industry to teach, Bill," the plant manager had told him. Nonetheless, on receiving his bachelors degree in education, Bill resigned his position with the company and accepted his present post at Golden Bear Junior College.

Speaking of some of his reasons for wanting a career in education, and particularly vocational education, Bill said:

Both in the Army and in industry, I met an awful lot of fellows

> who were handicapped by lack of opportunities to learn skills. I was just lucky that I got into the carpentry program and later got in a company where a guy had a chance to improve himself. Most fellows never get these opportunities unless they have skills in the first place. I would like to be a part of a program that prepares young guys, and girls too, for the "cruel world" as they call it. You can't leave things to chance because most people won't get the opportunities or else they won't realize they have oppòrtunities.
>
> Maybe it's realizing you have opportunities that is most important. I mean, it's not enough just to teach a fellow a skill or a trade. You also have to alert him to the opportunities that exist for him. You have to sort of motivate him. If I can get a program of my own, of course I'll be teaching the skills, but even more I'll be trying to show the students that there are chances to get ahead, to make more money, to better yourself and all that. I've seen hundreds of people who, even with a skill, were convinced they were going nowhere. So they'd only work half speed. It hurt them and it hurt the person or company they worked for.

When Bill accepted the post at Golden Bear Junior College, the city newspaper carried a writeup of his appointment under the heading: "GBJC TO GET NEW VOC ED CHIEF". The story contained a brief biography of Bill and quotations from him regarding his objectives. Bill was quoted as saying:

> "When you come down to the basics, the ultimate source of any organization's success is the creativity and the imagination of the people on the organization's front lines - the factory worker, the salesman, etc. If these are well-trained and well-motivated people, I don't care what kind of organization you're talking about, it will succeed. If they are not, it will fail.
>
> "The mission of vocational-technical education, therefore, is not merely to supply a community and an economy with people possessing a cluster of skills. It is broader than this: Not only must they possess skills, but through effective vocational education the individual can be shown the importance and value of those skills, both to him and the community. In a word, effective vocational education must supply the individual with skills plus motivation.

Thomas McCauley, President of the College, was quoted in the same article as saying: "In Mr. Franklin, we believe we have added to our staff a high quality man who will help Golden Bear Junior College serve the needs of the community more effectively."

During the first few weeks on the job at Golden Bear Junior College, Bill got to know the various instructors in vocational-technical education under him. He purposely refrained from attempting any changes in things as he wanted to "learn the ropes" first. All but two of his instructors were older than he was and had been at Golden Bear Junior College for three to thirteen years. Golden Bear had concentrated its vocational-technical programs in the five areas of Nursing, Homemaking, Business Education, Trade and Technical, and Distribution. One individual was assigned to each of these areas except Nursing and Distribution, both of which had faculties of three people. The names, ages, and years of service at Golden Bear Junior College of these nine people were, respectively:

Name	Area	Age	GBJC seniority
Mildred Beggane	Head, Nursing	59	13 years
Sandra Carstens	Nursing	27	3 years
Florence Bailey	Nursing	61	5 years
Allen Nicholson	Head, Distribution	39	7 years
Harry Heller	Distribution	32	4 years
John Jacobson	Distribution	51	11 years
Sally Francisco	Business Education	41	7 years
Johanna DuBois	Homemaking	40	6 years
Max Schmidt	Trade and Technical	54	3 years

All the men except Allen Nicholson were married. Mildred Biggane was married; Sally Francisco was divorced; the rest of the women were single. Bill soon found that considerable joking was done among the staff about the "eternal triangle" of Allen Nicholson, Sally Francisco, and Johanna DuBois. However during his first few weeks on the job, he saw nothing first-hand to suggest anything was, in fact, "going on."

In general, Bill felt his developing relations with the staff were cordial. Everyone was very helpful in explaining to him how things were presently done at the College and within the Vocational Education Department. As he worked with each person during the early weeks, Bill asked each one what his or her ideas for improving things were. The response was uniform: they wanted more equipment for the classroom and more office space for themselves. Thomas McCauley had told Bill he hoped Bill could introduce a "new concept" of vocational-technical education into the College and that if his ideas were good ones, Bill could expect an increased budget and expanded course offerings. None of the people in his Department spoke of new courses or increased staff, though, when they offered suggestions for improvements.

At the first meeting he held with his staff, Bill enlarged on the ideas he had been quoted in the newspaper as holding. He went into considerable detail giving examples from his own experience that made the point about motivation being important as well as skills. He also stressed the importance of a student learning a "family" of skills; he did not define in detail what he meant by "family." When Bill asked for reactions, Max Schmidt muttered something about it being hard enough to teach "these kids" any skills. When Bill asked what he had said, Max commented, "I was just saying that ideals are fine but we can't ignore practical problems." Addressing him as "Mr. Franklin," Mildred Biggane asked if Bill was saying nurses are more important than doctors. Bill replied, "No, I am saying that the best doctor in the world is no good without a trained and motivated nurse." "We all believe that already," Mildred remarked. Beyond these reactions, there was no further discussion at the meeting of Bill's ideas.

Bill's relations with the rest of the faculty at Golden Bear Junior College were limited primarily to occasional conversations at lunch and faculty meetings. At the first meeting, McCauley introduced Bill and said he was sure everyone would find him an excellent addition to the staff. Later on, when McCauley called for new business, an elderly instructor in English and Humanities rose to offer a resolution that ran in part as follows: "...the faculty therefore commends the administration in its determination to make of our vocational-technical offerings noble callings to which every eager young man and woman may aspire." A ripple of laughter went through the faculty. McCauley flushed somewhat and said, "I must rule this resolution out of order." As they left the meeting, Allen Nicholson asked Bill how it felt to know where he stood with the rest of the faculty. "They just don't know yet what I'll be trying in our Department," Bill replied. "Forewarned is forearmed," Allen commented as he walked away.

Bill soon found in Harry Heller a willing describer of " the political situation," as Harry called it. "Everyone calls Florence 'Miss Nightingale'," Harry said. "They mean it as an insult but she takes it as a compliment." "They call Max 'Old Horney Hands'," he went on, "but never to his face, of course." I've heard that some of the faculty and most of the students call Johanna's course 'Advanced Motherhood,' I suppose everyone of us in the Department has some kind of an uncomplimentary nickname among the rest of the faculty."

Bill realized through such conversations as well as the coolness he personally felt from the rest of the faculty that an expanded vocational-technical program was viewed quite negatively around the College. He began to wonder about the extent to which even Thomas McCauley was behind him. About six weeks after he joined the faculty Bill had the opportunity to discuss his situation with McCauley. Excerpts from their conversation follow:

McCauley: Well, how are things going, Bill?

Franklin: Oh, I think pretty well. I'm certainly finding out fast that this job is no bed of roses!

McCauley: I'm not sure exactly what you mean.

Franklin: Well, I don't mean anything in particular - I mean everyone's been pretty helpful while I'm getting my feet on the ground. But it just seems like, well, the longer I'm here, the less it looks like I'll ever be able to do all the things we talked about before.

McCauley: Are you referring to things like that silly resolution of old Hodgson's at the meeting a month or so back?

Franklin: Well, yes, that kind of thing as well as...

McCauley: Oh, I wouldn't take those things too seriously if I were you. After all, you have my support.

Franklin: Yes.

McCauley: Well, then, it seems to me you're in an ideal position to move ahead.

Franklin: I certainly want to but it's just that...

McCauley: Perhaps what you need to do is formulate a concrete program, something we can get our teeth into. It would be easier for me to help you if it was around something specific - and it'll be easier for you to overcome resistance if you're pushing a down-to-earth program.

Franklin: Do you think so? I've felt my hands were tied on programs because there does seem to be so much apathy and resistance.

McCauley: Absolutely. To have specific objectives will force your opponents out in the open. You'll also find out who your friends are. My personal opinion is that good leadership will always win out over negativism. Besides, maybe some of these other people have a point about the place of technical education in our curriculum - something of value to say. But we can't get a dialogue going without an issue.

Franklin: A dialogue?

McCauley: Yes, an interchange, a cross-fertilization of divergent points of view.

Franklin: So long as it doesn't just turn into an argument.

McCauley: That of course is my function as President - to keep fruitful dialogues from degenerating into fruitless arguments. (pauses) Why don't you drop back in a few days with some plans for a program?

Bill left McCauley's office with a mingled sense of optimism and disappointment. He decided, however, to draw up a proposal that he recalled having heard of in one of his own college courses several months before. Bill's professor had said to the class that the scope of a junior college curriculum in vocational-technical education depended heavily on what was offered students in their high school training: the more they got in high school the more ambitious a junior college's program could be. Bill began to wonder if he might not best be able to overcome resistance to his ideas in Golden Bear Junior College by concentrating first on the type of student he was getting from the three Golden Bear City high schools. The majority of Golden Bear Junior College's 1500 students came from these three high schools.

Bill found that the three high schools offered virtually identical courses. In all three, the titles and content of the vocational education courses were unchanged over the past 15 years. The courses in Homemaking were essentially cooking courses and Bill learned through informal sources that more than half the enrolled students were boys who took the course as a joke. There was a course entitled "Modern Electronics" but Bill learned the most complex problem the students dealt with was how to wire a three switch doorbell system. On inquiring about offerings in Distribution, Bill found that one of the history teachers had succeeded in getting a six-week unit into a senior history course titled "The Era of the Hard Sell." Bill concluded that if anything, this unit of study directed students away from careers in distribution since it was sharply critical of distributional trends in post-World War II America. Bill was impressed with the type of training the students received in Printing, but felt the course's success was more due to the close cooperation of the city newspaper. The existence and success of the course was more or less an accident, he felt. He also found that all the career counselors in the system were strongly oriented toward the value of a four year college education.

The more he looked into the curricular offerings in vocational-technical education of the high schools, the more certain he became that he should try to get the high schools to improve their own offerings, thereby providing his staff in the junior college with a base from which they themselves could offer more challenging courses. On presenting these ideas to McCauley, the President responded: "The high school seems to be the ideal place to start all right."

Bill went ahead and wrote up a proposal to be submitted to the local Board of Education. He realized he was in no position to demand that the Board do anything and would have to rely instead on the logic of expanding and improving the course offerings in the high school. Accordingly, he assembled as much evidence as he could that supported his contention. His actual proposal was quite brief. It said simply that he hoped the Board of Education would give careful thought to the meaning of the facts he was submitting to them and volunteered that he, Bill, would be glad to speak to the group on what he thought the evidence meant.

As appendices to his proposal, Bill included the following items:

1. A ten year trend of percentages of enrollment in four year colleges and universities by Golden Bear City high school graduates that showed the percentage of graduates declining from a high in 1954 of 67% to a present figure of 53%.

2. A ten year table of percentages that showed enrollment of Golden Bear City students in the junior college going from 46% to 79% of the college's student body.

3. A newspaper clipping from a nearby metropolitan area in which a divorce court judge was quoted as saying: "You hate to let the marriages be legally dissolved when it is obvious the husband cannot afford the alimony needed to support the wife and she herself is not qualified for any job."

4. Another newspaper clipping from the same paper quoting a high official in the State prison system as saying the greatest problem among present-day convicts was that most of them had never worked and had no saleable skills, thus making rehabilitation difficult and the chances of a successful parole very low.

5. A detailed outline of Golden Bear Junior College's present course offerings in vocational education and a supplementary outline showing courses he would like to add. One of these was entitled "The Management of the Modern Corporation." Another was called. "The Future of the Urban Home."

6. An article from a recent issue of Business Week that predicted the economy would begin to suffer severly from a shortage of skilled workers in the near future.

Bill was aware of certain things about the Board of Education and the Superintendent it had appointed. The Board was composed, in general, of citizens of Golden Bear City who would have no financial difficulty in sending their children to college and graduate school. Three members of the Board were professional men themselves, one being a doctor and the other two lawyers. One of the lawyers was rumored to have political ambitions considerably beyond his present office on the Board. The plant manager of a national company whose local plant was the largest employer in the city was also a member. At a P-T-A meeting of the junior high school his children attended, Bill was told in a confidential manner by the principal that this plant manager had interpeted Bill's comments in the paper two months previously as meaning that Bill was "one of those guys who want to give ownership of everything to the workers." The principal implied this was a direct quote from the plant manager. The Chairman of the Board of Education was a woman who, it was said, had tried to get her sons into Ivy League schools but, having been turned down by them all, enrolled them in the State University nearby. One had since dropped out. The other, rumor had it, stayed in school primarily because of his prowess at football.

Bill wondered whether any of these factors, if true, would prejudice the Board against him. He decided the logic of his case would make the difference, however. He included his offer to speak before the Board in the hope that in a face-to-face meeting he would be able to deal with a prejudice he sensed toward him or toward the concept of vocational-technical education.

He completed this proposal and brought it to President McCauley, hoping to get from him a cover letter that would urge the Board of Education to give the proposal careful attention. Instead, he got the reaction from McCauley that opens this case.

The next morning, having abandoned the idea of attempting directly to influence the school system, Bill sat down at his desk for some hard thought. He resolved to list as many different approaches to curriculum development as he could think of. Accordingly, he headed a sheet of paper, "Beefing up Golden Bear Junior College's Vocational-Technical Offerings" and began listing approaches.

He came up with the following items:

1. Other gimmicks for getting at high schools? Person-to-person stuff?
2. Anything I can do with my group here? Millie? Harry? Al? If so, what?
3. Any sense in building image around Golden Bear Junior College? How?
4. What is wrong with present offerings? - never have looked at this too hard.
5. Need somebody not involved to bounce ideas off; as pro in vocational-technical business to keep me on beam. WHO??
6. What else?

As he was working, Allen Nicholson happened by his door, put his head in and said, "Am I interrupting something, Bill?" Bill replied, "Just trying to hack out some long-range plans." "Still trying to save the Department, eh?" Allen said kiddingly. "Look," he continued, "I just wanted to tell you that they've done it again over in the duplicating room. I ordered some different types of invoice forms run off, but the English Department got my job side-tracked in favor of some long thing on 19th Century Romanticism. I was going to work all this week with my kids on invoices, and now my whole unit is shot to pieces. You better do something about this darn habit of the other departments, because I'm getting sick of it."

Case Study Reports

One set of small groups used the TRIAD technique to discuss the GOLDEN BEAR JUNIOR COLLEGE CASE STUDY. Both the TRIAD and SMALL GROUP REPORTS are recorded here. These reports deal with the matter of a vocational administrator's getting to understand the climate of a college and being able to match the program with social situations.

The groups offered the following suggestions:

1. Assuming that he knows only bare facts, the vocational education administrator needs to identify and analyze his alienation. What are the stumbling blocks to understanding?
2. He needs to view situations and programs and people at first hand rather than depending upon second-hand information.
3. He needs to be aware that people move ideas; ideas don't move by themselves. The approach to ideas is as important as the ideas themselves.
4. He needs to sample as many points of view as possible and compare them with the "official party line."
    a. Talk with custodians and secretaries.
    b. Talk informally with as many students and faculty as possible.
    c. Create informal, relaxed situations.
    d. Work as closely as possible with the staff, both at meetings and on an individual basis.
    e. Participate in as many staff meetings as possible.
    f. Talk with the industrial community.
    g. Check accreditations.
    h. Uncover past issues and investigate how they can be resolved by conversations, reading papers, reading minutes, etc.
5. He needs to make community groups aware of his existence and his willingness to speak to and work with them. He should meet with advisory committees for current vocational programs.

6. He needs to find out what publicity is being given to existing college programs, what is their status and their image.

7. He needs to develop priorities of actions.

8. He needs to solve minor departmental problem which will gain long-range support for providing planning.

9. He needs to determine and give to members of the staff specific assignments which will get them involved in program improvement and development.

10. He needs to conduct curriculum workshops.

11. In the advisory committee, he needs to indicate the desirability of articulation between the high schools and the junior college.

12. He needs to cajole the high schools into the articulation of the program--a little here and a little there. He needs to get people willing to work on committees.

13. He must visit successful programs in other junior colleges; utilize the many services available.

14. He must get acquainted with the supervisors in vocational education and in the State Department of Education.

15. He must look for and find the easiest program possible and get it going in order to have success, for nothing succeeds like success.

16. He may want to set up a pilot program in vocational education; alert others on the staff by its success; get some new staff to run the pilot program.

17. He needs to bring in an evaluation team to evaluate the program.

18. He must recognize the difference between industrial management and educational processes.

Question: What was Bill Franklin aware of?

Answers:
1. The need for expansion of vocational education, and the need for skill-training.
2. Political-industrial organization and successful techniques of industry.

3. His own shortcomings, more so than the President was aware of them.

4. The fact that he was expected to do a job, that he felt capable and expected co-operation -- i.e., the job assignment.

5. General opposition in both vocational education and in the general faculty -- that personal relations among the faculty are not of the best.

6. Staff relationships as gathered from hearsay.

7. The fact that the faculty probably were satisfied with their situation, complacent.

8. The fact that new ideas were not being presented, that there was lack of leadership in the department.

9. A resistance to change; i.e., animosity between academic and vocational faculty, with the Board of Directors siding with the academic faction.

10. His own desire to serve youth, his feeling that he cannot understand how he was selected for this job.

11. The deficiency of the high school program, which he wants to change in order to get a logical sequence of courses.

Question: What was Bill Franklin not aware of?

Answers:

1. The fact that the view given by the President was not the real situation; that the President felt that bringing Franklin in was a way of solving the situation in the Vocational Education Department; and that the President would not back him up because of the vocational- academic antagonisms, although he had pushed Bill into the situation.

2. The fact that the President hired him on the assumption that a supervisor from industry could be a supervisor in a school without difficulty.

3. The fact the President was not aware of what Bill himself was, and that he had not prepared the staff for Bill's arrival.

4. His own insufficient and inappropriate background; his lack of training and the insufficiency of his technical experience.

5. The fact that his own background was in conflict with that of the rest of the faculty.

6. The fact that he could not be maintained because he could not obtain a credential, that the school district could not have hired him without a credential.

7. The fact that he could have obtained in-service training so as to get necessary knowledge of how to tackle the job.

8. The fact that he needed to take advantage of vocational education courses, to attend conferences, to talk with some of the "old hands" in the business.

9. New concepts in vocational education and the real nature of his job.

10. The lack of definition of his role and the lack of support given to it.

11. The internal structure of education and of vocational education in a broad sense.

12. Methods of operating in educational institutions, the politics of academic versus vocational.

13. The fact that school people think and act differently from people in industry.

14. The difficulties of establishing rapport in a school system, the obstacles present, the total problem.

15. The co-ordination necessary in a school situation and the fact that he must win the acceptance of the academic faculty.

16. The need for improving the image of the vocational teacher.

17. The need for reacting with other departments in the school, to make them a part of the whole picture.

18. The need for planning for the department as a whole, for making changes there first.

19. The fact that his first effort had been to improve the attitudes of his own faculty, and then the attitudes of the rest of the staff, by describing general trends of his plan of action.

20. The means of utilizing other faculty in planning, and the use of an advisory committee.

21. Means and methods of getting along with people -- interpersonal relationships.

22. The fact that group planning is superior to talking with individuals.

23. The level of vocational education in the thinking of other faculty members; the feeling of difference according to subject matter.

24. The means of finding a point of departure toward a solution of the problem.

25. The fact that he himself had no experience toward bringing about the needed change.

26. The fact that just telling people to "shape up" will not accomplish the purpose.

27. The fact that a theoretical plan may not be the one needed; that he needs an advisory committee to take other faculty into consideration.

28. The means of research of employment.

29. Course offerings and junior college goals in the present college program.

30. Abilities and inabilities in the group, as well as personal ambitions among members.

31. The need for making a complete analysis of all factors in the situation before designing a plan of action.

32. The internal school climate; the faculty resentment of Bill himself.

33. His own perceptions of a junior college in conflict with provincialism in education.

34. The means of putting a program together; the need for

including others from community and college in the planning.

35. The forces that were working for him, the groups that could have helped.

36. The inaccuracy of his information.

37. His own ambitions; his own motives; his own lack of experience because three years of technical experience did not prepare him for teaching.

38. The consequences of his own attitudes.

39. The fact that his position did not include co-ordinating of high school and college levels, that he was trying to do more than his job was designed for.

Question: What were the consequences of Bill's awareness or lack of awareness?

Answers:

1. Unless Bill changes, the gap between the academic and vocational faculties will widen.
2. A frustrated director of vocational education is damaging to the school and to the program.
3. Nothing has been accomplished, and everyone is "mad" at everyone else.
4. A person with Bill's lack of qualifications is unable to put together a program to fit the college and the community.
5. Not being oriented to research, Bill did not obtain the right kind of information.
6. Because of this experience, Bill will return to industry and will not be able to contribute to teaching.
7. He has lost stature in the eyes of the administration and he has created problems for himself.
8. He has not lessened the animosity against change; the staff is no more receptive to vocational education than it was before Bill arrived.

9. Vocational education for this college will be set back as a result of this episode; the year will have been costly to the district and to the students.

Bill's problems are interpersonal problems, particularly with Mr. McCauley.

Question: What is Mr. McCauley's place in the situation?

Answers:
1. He has no policy.
2. He makes no attempt at communication.
3. He has negative ideas of the staff.
4. He thinks one thing and says something else.
5. He is sympathetic to the academic program.
6. He feeds Bill's eagerness.

Question: Bill's ideals, assumptions, and goals are involved. Can ideals be turned on and off? Does Bill have to abandon ideals in order to work with the current personnel and program?

Answers:
1. We need to be realistic with needs, while working to upgrade programs.
2. Bill's assumptions are not realistic because Bill's own needs take over. This is a common problem.
3. His goals are often just a shell.
4. Everyone has needs which are not articulated, which come into play as operational; in other words, internalized needs become operational goals.

Question: Was Bill a good listener?

Answer: He went full steam ahead and didn't stop to listen.

Question; Of what things does Bill need to gain an understanding?

Answers:
1. Himself, his own motivation.

2. His own group of people.
3. His relationships with McCauley.
4. The general climate of the college.
5. His relationships with the Board of Education.
6. His relationships with individual teachers.

Question: What stands in the way of his hearing?

Answers:

1. Enthusiasm, at first.
2. Ego involvement.
3. Over-emphasis of his role and the effect of his role upon the system.
4. Perhaps a push to get ahead, a drive.
5. Failure to see that he has to do with programs versus persons.

Question: Does Bill take on too much at once?

Answers:

1. He doesn't work things out bit by bit; consequently, McCauley had to send his plan down the drain.
2. Bill has too much "me against the system."
3. Programs are not easy to change.

Bill needs to talk out his problems with others. Most people don't deal with another's problems, or help people to face them. Most of the time we swap "horror stories."

REGIONAL BUSINESS

Northern Region:

Recent Developments in Business Education

ROBERT M. BOLDT

Homemaking Education and Occupational Training Related to Home Economics

MARY FRANCES INMA

Southern Region:

Functions of Vocational Education

LEE W. RALSTON, Chairman

REGIONAL BUSINESS

Northern Region
November 10, 1965
Stockton, California

RECENT DEVELOPMENTS IN BUSINESS EDUCATION

Roland M. Boldt

Recent developments in business education have been rather negligible. The reason for this is that in the area of business education, we have been vocational for a number of years. We've always been training stenographers, general office clerks, and general sales persons; and the advent of the Vocational Education Act has not changed our programs.

In traveling up and down this Central Region, I have noticed some existing practices that, in my opinion, detract from a sound business education curriculum. I think it important that I bring these to your attention so that you can advise districts in an opposite direction.

1. The program should be related to the size of the school and not involve itself in training in too many occupational areas. The small school should concentrate on the general office clerk program; and as demand or student population increases, go into the stenographic program. An additional area would be distributive education. However, the majority of schools in this region would find the project method more advantageous than the co-op method.

2. Some schools offer too much training in various business machines and are over-equipped. They can do an acceptable job with less equipment if they devise a suitable rotation schedule.

3. The development of any skill should culminate in the 12th grade. The program should be designed to offer a continuity of training in typing and shorthand and not be broken by a year's lapse.

4. The establishment of all-electric typing rooms should be discouraged. This is particularly true for advanced students, who should learn to adapt between a manual and an electric typewriter. This is necessitated by the uncertainty of equipment in a business organization.

5. Junior colleges should develop two-track programs in occupational areas. One track should be for students who have participated in a business education program in high school; it will be designed to maintain and broaden their skills. The other track should be for students who have had no previous training; it will be designed to perform the same function as the high school program.

REGIONAL BUSINESS

Northern Region
November 10, 1965
Stockton, California

HOMEMAKING EDUCATION AND OCCUPATIONAL TRAINING RELATED TO HOME ECONOMICS

Mary Frances Inman

There are two programs in the Home Economics field and both can be reimbursed from federal funds. One is Homemaking Education, and the other is Occupational Training related to Home Economics.

In homemaking education the focus is on the family and individual members within the family. The major purpose is to strengthen personal, family and community living--to help people achieve satisfying family life. In other words, it is educating the individual for the responsibilities involved in homemaking and in achieving family well-being.

The other program is training youth and adults for occupations utilizing knowledge and skills in the field of home economics. The purpose is "to train people to the point of employability in specific skills for specific jobs in which employment opportunities exist."

An analysis of family life is the basis for curriculum planning for homemaking education. The subject matter draws from research in the physical, biological, and social sciences, and the arts, and applies them to the solution of problems of individuals and families in their homes and family living. Seven areas of subject matter are included in the instruction in homemaking education--child development, family relationships, home management and family economics, housing and home furnishings, food and nutrition, clothing and textiles, and family health and safety. These are organized into two to four-year courses in high school, two-year courses in a junior college, and short courses in the adult education program. A one-year course in homemaking especially planned for senior girls and boys who have had little or no previous instruction is offered in many high schools, with a growing interest in this type of offering throughout the state.

The Future Homemakers of America organization, whose members have been or are enrolled in homemaking classes, strives to "strengthen personal, home and community living " as well as to encourage leadership through its activities.

Occupational instruction is related to the areas of subject matter mentioned above, but carefully selected to be used in courses directed toward helping individuals attain competency in specific skills for specific jobs. "These kinds of occupations that use home economics subject matter tend to be those which provide services to individuals, families, homes, and persons in community group situations." They can be classified into two types, one dealing with needs within the home, and the other in the community. Examples are: assistant homemaker, child care assistant, nurse's aide, workers in homes for the aged, commercial clothing services, food services, and sales work.

Don't both programs--homemaking education and occupational training--lead to occupations? Yes, this is true. However, "making a home or being a homemaker is not considered a recognized occupation that yields a paycheck." On the other hand, there is universal agreement that "homemaking is one of the oldest vocations." As Phyllis McGinley writes in her recent book Sixpence in Her Shoe, "Ours is a difficult, a wrenching, and sometimes an ungrateful job if it is looked on only as a job. Regarded as a profession, it is the noblest as it is the most ancient of the catalog."

Clarification may come from the term "useful employment" in connection with the homemaking education program and "gainful employment" for the occupation-oriented program. The difference between the two lies in the purpose or intent of the instruction.

Awareness of the increasing trend in the dual role of women, who may be both homemakers and wage earners, as well as youth whose future will likely encompass both responsibilities, makes it even more essential for women to secure instruction in homemaking education in order that their homes and families will be satisfying and happy, while at the same time they are gainfully employed.

Efforts will continue in developing and strengthening homemaking education programs in the state, particularly with emphasis in the areas of home management and family economics, child development and family relationships. However, the staff of the Bureau of Homemaking Education is devoting attention and assistance to school districts where interest, needs, and opportunities arise for developing these newer programs in occupational training related to home economics which are increasing seemingly at an unprecedented rate.

"No vocational educational law has prohibited the use of funds allotted to home economics for education for nonprofessional wage earning, but the policies have directed their use for education for homemaking." "The emphasis on education for homemaking was logical and fortunate for the American home, as untold numbers of individuals and families have benefited from this instruction."

Federal funds from Smith-Hughes and George-Barden allocations to California are used to reimburse adult and high school homemaking education programs respectively which meet the minimum standards. The Vocational Education Act, 1963, provides funds to reimburse the occupational training courses related to home economics which are developed for high school, junior college, out-of-school youth and adult groups.

Source Materials:

1. Home Economics Defined for Vocational Education. Mrs. Dorothy M. Schnell, Chief, Bureau of Homemaking Education, State Department of Education.
2. Analysis of Family Life as a Basis for Curriculum Planning. (Chart)
3. Home Economics Education for Wage Earning. Rua Van Horn, MDTA, U.S. Office of Education. American Vocational Journal. April,1964.
4. Home Economics in Vocational Education, 1965. Edna P. Amidon, (formerly) Director, Auxiliary Service Branch, U.S. Office of Education. AVA Journal, May,1965, p. 18.
5. Gainful Employment Education Related to Home Economics in California. Dorothy M. Schnell. Reprint of a Progress Report. Published in Illinois Teacher, Vol. 8, No. 4, 1965.
6. In Defense of a Title--Senior Homemaking. Mrs. Jane Y. Mills, Regional Supervisor, Bureau of Homemaking Education, (Oakland office), California Education, October, 1964, p. 23.
7. What is...Senior Homemaking? (Brochure) Bureau of Homemaking Education, State Department of Education, California, 1965.
8. Community
    - Management Aide in Low-Rent Public Housing Projects, #OE-87001
    - The Visiting Homemaker, #OE- 87002
    - Hotel and Motel Housekeeping Aide, #OE- 87003
    - Supervised Food Service Worker, #OE-87004
    - Child Care Center Worker (in preparation)

    Home
    - Clothing Maintenance Specialist, #OE-87005
    - Companion to an Elderly Person, #OE-87006
    - Family Dinner Service Specialist, #OE-87007
    - The Homemaker's Assistant. #OE-87008

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20¢ each.

REGIONAL BUSINESS

Southern Region
November 17-18, 1965
Anaheim, California

	WHERE MAJOR RESPONSIBILITY LIES		
FUNCTIONS OF VOCATIONAL EDUCATION	District	County	State
1. Advisory Committee	xxx		
2. Area Planning		xxx	
3. In-Service	x	xx	
4. Articulation	xxx	x	
5. Project Applications	xxx		
6. Evaluation	xx		x
7. Coordination	xx	xx	x
8. Employer Needs	xx	x	
9. Industry Involvement	xxx	x	
10. Assistance in Interpreting Directive Plans		xx	xx
11. Assistance in Plant Planning			xxx
12. Surveys - Study	x	xxx	
13. Guidance	xx		
14. Research			xxx
15. Meeting Facilities	x	x	
16. Recruiting Staff	xxx		
17. Professional Library	xx	x	
18. Curriculum Depository		x	x
19. Instructional Material Center -A.V. Programmed Material	x	xx	
20. Communications	xxx	xxx	xxx
21. Organized Labor Liaison	xx	xx	
22. Facilities Sharing	x	x	

FUNCTIONS OF VOCATIONAL EDUCATION	WHERE MAJOR RESPONSIBILITY LIES District	County	State
23. Assistance to Industrial Education Professional Associations		xx	x
24. Budget Making	xxx		
25. Follow-up Studies	xx	x	
26. Teacher Orientation	xxx		
27. Arbitration	x	xx	xx
28. Promotion of Vocational Education	xx	xx	xxx
29. Leadership Development			xxx
(NOTE: Only two groups reporting on following items)			
30. Public Relations	xx	x	x
31. Curriculum Development	xx		
32. Teacher Visitation	xx	x	
33. Promoting Experimentation	x		x
34. Liaison with Higher Education		x	x
35. Promoting Legislation	x		
36. Student Needs	xx		
37. Equipment Advisement and Development - Districts Manufacturers		xx	
38. Interagency Cooperation		x	x
39. Instructional Material Selection	x	x	
40. Reports and Records Preparation Data Processing	x	x	x
41. Teacher Credentialing			xx

	WHERE MAJOR RESPONSIBILITY LIES		
FUNCTIONS OF VOCATIONAL EDUCATION	**District**	**County**	**State**
42. Codification of Course Titles		x	x
43. Integration of Levels	xx		
44. Ethnic Responsibilities	xx		
45. Work With Private Schools	x	x	
46. Reimbursement	x	x	xx
47. Working Knowledge of Federal Acts	xx		
48. Umbrella Understanding of Vocational Education	x		x
49. Pre-Service Teacher Training			xx
50. School Board Relations	xx		
51. Classified Staffing	xx		

APPENDIX

IDEAS

FROM REGIONAL CONFERENCES

1. Use the brainstorming ideas on changes needed in vocational education listed in Southern Regional conference on November 18, a.m., for the next Southern Regional conference by organizing the individual items into groupings under 8 or 10 major ideas for deeper consideration, analysis and proposed appropriate action. For each of the major ideas invite two or three participants to prepare in advance for a panel presentation on how to implement them, from which the entire group could move into a discussion of appropriate action in specific situations - district and/or county, state as per assignment of position.

2. Same idea applied to list of duties for district, county, state responsibility, those collected with Lee Ralston as Chairman (possibly use case study approach).

3. Divide total group into "older" and "younger" as vocational directors or coordinators to discuss duties, ways of working, principles of supervising, etc. - specific tasks for members of the groups at their varying stages of development could be done through case study approach.

4. Since we are in the time of change, has there been any consideration of changing the term "Vocational" to something else? Plumbers are now sanitary engineers, and janitors are building maintenance personnel. Perhaps a better term would be "Career Education," or "Occupational Education."

5. What is being done regarding the teacher's position in vocational advisement of students?

6. What is the difference between vocational advisement and vocational counseling? Are there divisive elements indicated here, or do the uses of the terms help two departments understand each other?

7. What is the present position of industrial arts teachers with regard to being taken into vocational education as an instructor?

8. Reference needs to be made to the stop-gap bill that supposedly expired November 6, 1965.

CONFERENCE AGENDA

Coastal Region, Oakland, California

Tuesday, November 2, 1965

8:00 a.m.	REGISTRATION	
9:00 a.m.	OPENING STATEMENT	Mrs. Jane Mills
9:10 a.m.	SPEAKER "The Impact on My Administration By Recent Trends in Vocational Education"	Dr. John W. Dunn
9:50 a.m.	BRAINSTORMING "Basic and Changing Concepts"	Mr. Robert Obre, Chairman
10:30 a.m.	Coffee Break	
10:45 a.m.	BRAINSTORMING REPORTS	
11:15 a.m.	SPEAKER "The Theoretical Model for Vocational Education in a History of Change"	Dr. Melvin L. Barlow
12:00	Lunch	
1:00 p.m.	TRIADS "Image of Vocational Education"	Dr. Bruce Reinhart
1:45 p.m.	CASE STUDY "Golden Bear Junior College"	Dr. Peter B. Vaill
3:00 p.m.	Coffee Break	
3:15 p.m.	CASE STUDY - DISCUSSION	Dr. Peter B. Vaill Chairman
4:15 p.m.	CLOSING	Dr. Bruce Reinhart

CONFERENCE AGENDA

Northern Region, Stockton, California

Tuesday, November 9, 1965

9:00 a.m.	REGISTRATION	
10:00 a.m.	OPENING STATEMENT	Mr. Samuel Barrett
10:10 a.m.	SPEAKER "The Impact on My Administration By Recent Trends in Vocational Education"	Dr. Harry Wiser
11:00 a.m.	Coffee Break	
11:15 a.m.	BRAINSTORMING "Basic and Changing Concepts"	Mr. Curtis E. Lackey Chairman
12:30 p.m.	Lunch	
1:30 p.m.	BRAINSTORMING REPORTS	
2:00 p.m.	SPEAKER "The Theoretical Model for Vocational Education in a History of Change"	Dr. Melvin L. Barlow
2:45 p.m.	Coffee Break	
3:00 p.m.	TRIADS "Image of Vocational Education"	Dr. Bruce Reinhart
3:45 p.m.	CASE STUDY "Golden Bear Junior College"	Dr. Peter B. Vaill
5:30 p.m.	Dinner	
6:30 p.m.	CASE STUDY - DISCUSSION	Dr. Peter B. Vaill Chairman

Wednesday, November 10, 1965

9:00 a.m.	REGIONAL BUSINESS: SYMPOSIUM	
10:30 a.m.	Coffee Break	
10:45 a.m.	REGIONAL BUSINESS: PLANNING	Mr. Samuel Barrett Chairman
11:30 a.m.	CLOSING	Dr. Bruce Reinhart

CONFERENCE AGENDA

Southern Region, Anaheim, California

Wednesday, November 17, 1965

3:00 p.m.	REGISTRATION	
4:00 p.m.	OPENING STATEMENT	Mr. Mack Stoker
4:10 p.m.	SPEAKER "The Impact on My Administration By Recent Trends in Vocational Education"	Mr. Charles Patrick
4:30 p.m.	REGIONAL BUSINESS	Mr. Mack Stoker
6:00 p.m.	Dinner	
7:00 p.m.	REGIONAL BUSINESS	Mr. Mack Stoker

Thursday, November 18, 1965

8:30 a.m.	REGIONAL BUSINESS	Mr. Mack Stoker
9:30 a.m.	BRAINSTORMING "Basic and Changing Concepts"	Mr. J. Lyman Goldsmith Chairman
10:15 a.m.	Coffee Break	
10:30 a.m.	BRAINSTORMING REPORTS	
11:00 a.m.	SPEAKER "The Theoretical Model for Vocational Education in a History of Change"	Dr. Melvin L. Barlow
12:00	Lunch	
1:00 p.m.	TRIADS "Image of Vocational Education"	Dr. Bruce Reinhart
1:45 p.m.	CASE STUDY "Golden Bear Junior College"	Dr. Peter B. Vaill
3:00 p.m.	Coffee Break	
3:15 p.m.	CASE STUDY - DISCUSSION	Dr. Peter B. Vaill Chairman
4:15 p.m.	CLOSING	Dr. Bruce Reinhart

AFTERWORD

There is need for a more complete democracy... not only between student and student, but between subject and subject, and teacher and teacher...The wish to get ahead, parents' desires that their children shall have what they lacked, the vague optimistic belief of many young people that they may go to college and hence might need the preparatory subjects, teachers' better preparation in these subjects and their naturally greater interests in brighter pupils: all this and simple snobbishness tend to give luster to the academic course and higher status to its teachers. For the same reason, the academic course tends to be crowded with students who do not belong in it, and hence is often diluted. But this is not our main point here; rather it is a strange state of affairs in an industrial democracy when those very subjects are held in disrepute which are at the heart of the national economy and those students by implication condemned who will become its operators.*

---

* Committee on the Objectives of a General Education in a Free Society, General Education in a Free Society (Cambridge: Harvard University Press, 1945), p. 27.

Conference Participants

Northern

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Roland M. Boldt
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